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ABSTRACT

In operation since 1988, the Michigan School Readiness Program (MSRP) provides high-quality preschool programs for children who may be at risk of becoming educationally disadvantaged and who may have needs for special assistance. This manual provides guidelines for implementing all aspects of the program, including applying for funding, recruiting and enrolling students, providing the educational program, assessing children, and evaluating the program. The sections of the manual are: (1) "Overview of the MSRP"; (2) "Recruitment and Enrollment"; (3) "Documentation of Eligibility"; (4) "Center-Based Model"; (5) "Curriculum Models"; (6) "Home-Based Model"; (7) "Migrant Education Program"; (8) "A Balanced Literacy Program"; (9) "Assessment of Children"; (10) "Program Evaluation"; (11) "Budget and Financial Guidelines"; (12) "Reporting and Monitoring"; (13) "References," listing materials available from the Michigan Department of Education, relevant websites, and additional resources; and (14) "Sample Forms." (Lists 15 additional resources.) (KB)

Michigan School Readiness Program Implementation Manual



MSRP



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Michigan Department of Education
Office of School Excellence
Early Childhood and Parenting Programs

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Section 1

Overview of the Michigan School Readiness Program

This implementation manual is designed to serve as a guide for Michigan School Readiness Program administrators and staff. Programs must adhere to the program standards in the *Standards of Quality and Curriculum Guidelines for Preschool Programs for Four Year Olds*.^{*} Other documents that support the program are listed in Section 13.

Purpose

Research indicates that children who are provided with a high-quality preschool experience show significant positive developmental differences when compared to children from the same backgrounds who did not attend a preschool program. Michigan, through the Department of Education, provides funding for high-quality preschool programs, the Michigan School Readiness Program (MSRP), for children who may be at risk of becoming educationally disadvantaged and who may have extraordinary need of special assistance.

History

The Department of Education Appropriation Act, in fiscal year 1986, designated one million dollars to identify appropriate program models for the operation of preschool pilot projects. Fifty-three projects were funded and served 8,208 four-year-old children at risk of school failure. In fiscal year 1987, Section 36 of the State School Aid Act and the Department of Education Appropriation Act provided funds for early childhood programs for four-year-old children "at risk" of becoming educationally disadvantaged. Programs began operating after September 1, 1988. Current funding for the Michigan School Readiness Program, including competitive and state aid funding streams, has the annual capacity to serve 25,909 four-year-old children at risk of school failure.

^{*}A legislative requirement

Models

Programs are funded in three-year cycles and may implement one of three models: Center-Based, Home-Based, or Migrant. State aid funds are available for local school districts and public school academies based on a formula allocation.* Districts/public school academies may provide the Michigan School Readiness Program individually or collaboratively in consortium arrangements. Programs may also be subcontracted to eligible child development agencies. Public and private non-profit agencies may apply for competitive funds. Formula and competitive grant readiness programs may supplement local federally-funded compensatory education or Head Start programs, but may not supplant such programs.* Funding for formula and competitive grant school readiness programs, when combined with other sources of state revenue for this program, shall not exceed the current allotment per child or the cost of the program.* Each of the following models are more thoroughly described in separate sections of this Implementation Manual.

Center-Based Model: State aid and competitive grant school readiness center-based programs must provide sessions of a minimum of two and one half hours of teacher/child interaction or contact time per day for at least four days per week for a minimum of 30 consecutive weeks. Programs in their very first year of funding must operate for a minimum of 20 weeks. One day a week must be set aside for parental involvement, staff planning or training and development.

Alternative Scheduled Preschool Programs: A district/public school academy/competitive program may operate an alternative scheduled (full-day two days per week) preschool program if it operates an alternative scheduled kindergarten program. If a district/public school academy/agency wants to operate an alternative scheduled preschool program and does not offer an alternative scheduled kindergarten program, the grantee must comply with certain criteria. (Refer to Section 4 for further information).

Home-Based Model: State aid and competitive grant school readiness home-based programs must provide a minimum of 20 home visits to each family during the first year of operation. A minimum of 30 home visits is required for each continuing year. Home visits must be conducted for a minimum of 60 minutes. A total of 10 (newly-funded programs) and 15 (continuing programs) group cluster activities to involve all enrolled families are required.

*A legislative requirement

Migrant Education Program Model: The lifestyle and resulting needs of migrant families often require flexible arrangements. Therefore, specific criteria, approved by the Michigan State Board of Education regarding the beginning and ending dates and the minimum number of weeks early childhood programs or projects must operate, are negotiable.

Who Can Apply

State Aid: Eligible applicants for Michigan School Readiness Program grants are local school districts and public school academies which have been identified as having concentrations of prekindergarten children in need of special readiness assistance and for whom the district or public school academy is not already receiving additional funds by virtue of the pupils being physically, mentally or emotionally handicapped. School districts/public school academies are eligible to receive a grant allocation under sections of the State School Aid Act. For FY2001, the Michigan School Readiness Program is part of the All Students Achieve Program (ASAP) in Section 32a of the State School Aid Act. The Michigan School Readiness Program is described in Sections 32d, and 37-40.

Competitive: An eligible applicant for a Michigan School Readiness Program grant is any public or private non-profit agency other than a local or intermediate school district except a local or intermediate school district acting as a fiscal agent for a Head Start program. Once awarded an initial grant, an agency may continue to serve that number of children for a maximum of three years before submitting an initial application. Agencies wishing to increase the number of children they serve may compete for additional "slots" in years two and three of the cycle.

How to Apply

Applications for state-funded early childhood programs, both state aid and competitive, are available on-line at <http://www.state.mi.us/mde> by selecting Grants & Finances, then Early Childhood and Parenting Program Grants. Questions regarding applications should be directed to Early Childhood and Parenting Programs at the Michigan Department of Education, (517) 373-8483.

State Aid: The district/public school academy must submit a pre-application, Comprehensive Community Needs and Resources Assessment (CNRA), in a manner and on forms prescribed by the Michigan Department of Education and is usually due in mid-winter.* The Department calculates the funding level and notifies the district/academy in late spring or summer, after signing of the State School Aid Act, of the level of funding and final application date. Priority in the allocation of funds to new districts/public school academies will be given to programs providing supplementary child care.*

Formula: Grade 1 to 5 free lunch, divided by the sum of the enrollment of grades 1 to 5, times the average kindergarten count for the last two years, times .5.

Sample Data for 2000-2001 Formula:

Grade 1 to 5 free lunch = 86

Enrollment: Grade 1 = 35.00
 Grade 2 = 41.34
 Grade 3 = 41.81
 Grade 4 = 41.29
Grade 5 = 30.81
 Sum = 190.25

Kindergarten: 97/98 = 32
98/99 = 25
 Sum = 57
 Average = 28.5

Sample Formula is:

$$86 \div 190.25 = .4520 \quad .4520 \times 28.5 = 12.882 \quad 12.882 \times .5 = \underline{6.441}$$

Total first round allocation for this sample is 6. We start with the total funding of \$72,600,000 and allot all first round allocations. If we haven't spent all \$72,600,000 after all first round slots have been given out, we allocate in descending order by free lunch percentage to programs in their first year of the funding cycle that have supplemental child care (as per the CNRA) and to all programs in their second or third year of funding. Programs in their first year of funding that do not have supplemental child care (as per the CNRA) would NOT receive a second round allocation regardless of their free lunch percentage. In this sample the formula's percentage is 45.20. The second/third round allocation is the difference between the formula number and the number of slots the district requested on the CNRA.

*A legislative requirement

For example purposes only, let's say after first and second round all \$72,600,000 has been spent and we reached 15.05 percent. Grant applications are then submitted with some districts returning slots that they will not fill (for various reasons). We then use the same process (for third round allocations) continuing in descending order (from the 15.05 percent) to allocate funds until all \$72,600,000 is gone. Please note that in this particular sample they would get a second round allocation (unless they are in their first year of funding and don't offer supplemental child care) because their percentage of 45.20 is much higher than where the funding left off at 15.05 percent.

Competitive: Applications are available annually in the spring. Priority in funding will be given to competitive grants that include supplementary child care.*

*A legislative requirement

Section 2

Recruitment and Enrollment of Children/Individual Children's Records

Recruitment and Enrollment of Children: At this time, the state of Michigan provides free preschool programs only for children who are considered at risk of school failure for the year prior to eligibility for kindergarten. Documentation is required of children's eligibility, completion of program requirements, developmental progress while they are in the program, and subsequent success in elementary school placements.

Recruitment and Interagency Collaboration: The recruitment process should begin in the spring of the preceding year of the start of the program. Flyers may be sent home with children enrolled in elementary school, posted throughout the community and in the local newspapers. Posters could be displayed at local health departments, libraries, post offices, hospitals, and local businesses such as laundromats, grocery stores, and doctors' offices, as well as notifying home visit specialists through local intermediate school districts and community mental health agencies. It is also beneficial to develop a recruitment plan that includes the local Head Start agency. Additional ideas might include:

- Door to door census
- Utilizing neighborhood ice cream truck with staff available to register children
- Area fairs and festivals advertising the program
- Setting up a display at kindergarten orientation
- Making information available at library story hours

Individual Children's Records: The following records must be found in each enrolled child's file:

- age documentation (see page 8 for details)
- health and immunization record*
- documentation of a minimum of two risk factors used for eligibility in the program
- income verification (if being used as one of two eligibility factors)
- demographic and family information (emergency and home information)

*A legislative requirement

During the year, the following information should be placed in each child's file:

- family involvement (parent-teacher conferences and home visits)
- assessment of children's progress

Records for enrolled children must be kept for seven years for audit purposes. The information for each child should be kept intact in a secure place for the required period. If a required document is needed for other purposes, it should be photocopied so that the file is complete at all times. Children's files are subject to all of the rules about family privacy and confidentiality. Programs are required to have confidentiality policies and to limit access to sensitive information. Families, of course, have the right to copies of their children's files. In particular, the enrollment qualification data (risk factors) should be carefully secured AND SHOULD NOT follow the child to elementary school. Copies of the birth certificate, immunization and health appraisal records, and records about the child's developmental progress can be packaged attractively and given to parents as part of kindergarten transition activities.

Health and Immunization Records and Associated Services: In a center-based program, each child must have a record of immunizations, as required by the Division of Child Day Care Licensing, at the time of enrollment. Children whose immunizations are not up to date must be in the process and completed within 30 days of enrollment. Each child must also have a health form on file within 30 days of enrollment. The health form must be signed by a health care professional indicating that the child has been examined and may participate in a preschool program.

Because home-based programs do not need to follow the Child Day Care Licensing rules and children do not attend without their parents, they can participate before the health and immunization records are complete.

A comprehensive compensatory program funded through state aid shall include nutritional services, health screening for participating children and provision of referral services for families eligible for community social services.* Michigan School Readiness Program grantees are required to collaborate with school district programs, such as special education, and community providers of services to ensure that children receive all necessary assistance to help them be successful when they enter school.

*A legislative requirement

Demographic and Family Information: Michigan School Readiness Program grantees must keep on file for each child the following information: name, address, phone number; parent(s) name(s), address(es), and phone number(s), both at home and at work, and anywhere else the parent might be while the child is attending the program; names and phone numbers of anyone else to whom the child can be released; and medical emergency personnel authorized to treat the child.

Family Involvement Records: Michigan School Readiness Program grantees must provide for active and continuous participation of parents or guardians of the children in the program.* For center-based programs, a minimum of four family contacts, preferably two home visits and two parent-teacher conferences, are required. When the 2+2 pattern is impossible for a particular family, other arrangements should be made to complete the four contacts. The purpose of home visits and parent-teacher conferences is to involve the family in the child's education and to help the family provide educational experiences for the child. Reporting on the child's progress is a part of this process. Programs should develop reporting forms signed by staff and families to document each home visit and each parent-teacher contact. These must be kept in the child's file.

In home-based programs, the parent is involved with the child during each home visit. Records must be kept on each visit. The parent's observations of the child's progress in completing activities suggested at the visits should also be included. Participation in the cluster activities must also be documented. The documentation of home visits and cluster activities should remain in each child's file.

Documentation of Children's Progress: Documentation of children's progress while in the program is required, and must be maintained in each child's file. For center-based programs, see Section 3, IV (Curriculum Planning) for recommended procedures and instruments. Instruments that rely on systematic observation of children in the program are preferred. Home-based programs may need to devise additional methods for documenting children's progress. Programs needing additional instruments for screening or other purposes are advised to choose valid and reliable instruments that are not culturally biased and that assess children through the use of familiar activities. Instruments should only be used for the purposes for which they have been developed. (Please refer to Section 9 for additional information).

*A legislative requirement

Following Children in Elementary School: Michigan School Readiness Program grantees are required to follow children's progress as they enter elementary school to indicate the effectiveness of the program. The High/Scope Educational Research Foundation has developed possible protocols to help grantees with this task. Grantees are required to participate in the longitudinal evaluation of the Michigan School Readiness Program through these activities. Individual follow-up information must be kept in each child's file.

Residency: All children who attend the state-funded Michigan School Readiness Program must live in Michigan; they must be eligible to attend Michigan public schools. This includes migrant children during the time they are living in Michigan. Children who live in bordering states, even if their parents/guardians work in Michigan, are not eligible for a Michigan program. State aid (school district) MSRP children must reside in the geographic boundaries of the school district at the time of enrollment. At this time, Schools of Choice legislation applies only to grades K-12. Children who attend public school academy (charter school) state aid MSRP preschool sites follow the same guidelines as older children who attend that academy. Competitive grant MSRP preschool programs must enroll children from the "catchment" area indicated in their grant application. A catchment area might include a single zip code in a large city, an entire county, or be defined by the families associated with an institution; e.g., all enrolled students of a university or training program. If a child's family moves after the child enrolls, the program may continue to serve the child for the remainder of the program year with the family providing the transportation.

Age: Children are eligible for the Michigan School Readiness Program the year before they are eligible for kindergarten. Children are entitled to enroll in kindergarten when they are five on or before December 1; children enrolled in the Michigan School Readiness Program must be at least four, but not five, by December 1 of the year in which they enroll in MSRP.* A copy of a legal birth certificate, passport, hospital record, baptismal record, or other governmental form, such as a Medicaid card, may document a child's age eligibility. The age record must be kept in the child's file for audit purposes. Because a birth certificate is required for kindergarten entry, MSRP preschool programs may accept the other verification, but help families to acquire proper documentation so that future eligibility for educational programs is easy to establish.

*A legislative requirement

Combining Eligible and Non-Eligible Children in Preschool Classrooms:

Many areas in Michigan do not have sufficient numbers of children eligible to offer individual program classrooms, but do have enough children in total to offer high-quality preschool programs. Some programs have combined Head Start, Title I and other funding streams to provide viable classrooms. Other programs have accepted tuition-paying children through their Community Education programs to serve children who are not at risk. The following issues must be addressed in administering combined programs:

1. The funding for each enrolled child should be clear: a child may not be dually enrolled in more than one funded compensatory preschool program. Title I funds can be used to supplement MSRP funds, but a child cannot be enrolled in two such programs. A child cannot be enrolled in Head Start and MSRP simultaneously.
2. Additional at-risk children, who meet the MSRP guidelines for eligibility, may be enrolled beyond the funded number if the program can accommodate them, but additional funding is not available through the Department of Education grants.*
3. Additional children, whether at risk or not eligible, can be enrolled in the MSRP classroom thus rendering it a "blended-funding" classroom. However, the MSRP funding cannot be used for the children who are not at risk. There must be documentation that the tuition charged and other sources of cash and in-kind funding is equivalent to state funding which supports each MSRP child. Programs where administration and facilities are provided by the school district or grantee agency as in-kind must maintain careful documentation clarifying cost share.
4. Over-age children (eligible for kindergarten, five or older on December 1 of the program year) cannot be enrolled in MSRP, no matter what their individual levels of development might be. This is explicit in the legislation, and will require return of the state funding for each over-age child served). "Holding out" or "redshirting" of children has not been effective in increasing children's academic performance; children who are "over-age" for their grade, no matter the circumstances, tend to do more poorly in school.

*A legislative requirement

Special Education Eligible Children: The Michigan School Readiness Program is a state-funded preschool program designed to provide high-quality preschool experiences for those children who qualify as "at risk" of educational failure due to the circumstances in their lives. Children who qualify for the Michigan School Readiness Program may not have opportunities for other high-quality prekindergarten experiences. Local school districts may determine, through the Individualized Education Planning Team, that the MSRP is the least restrictive environment for children who qualify for Special Education services. Districts should balance the needs of all children when considering programs. Children who qualify as "at risk" may not have the opportunity to attend another preschool program. The goal for local school districts/public school academies and agencies should be to provide high-quality preschool experiences for all four-year-old children.

Section 3

Documentation of Eligibility

At Risk Status, Documentation of Eligibility: In its 1988 report entitled *Children at Risk*, the State Board of Education identified 24 personal, familial, and community factors that place children at risk of educational failure. Focus groups were held in early 1998 to group and further define the factors. Five clusters of factors that place children at educational risk were identified:

Child health factors:

1. low birth weight
4. nutritionally deficient
5. long-term or chronic illness
6. diagnosed handicapping condition
9. substance abuse or addiction (child)

Child development factors:

2. developmentally immature
10. language deficiency or immaturity
8. destructive or violent temperament (child)

Community/financial factors:

7. lack of a stable support system or residence
24. housing in rural or segregated area
17. unemployed parent/parents
18. low family income

Parent/parenting factors:

3. physical and/or sexual abuse or neglect
8. destructive or violent temperament (parent)
9. substance abuse or addiction (parent)
14. family history of diagnosed family problems
21. teenage parent
22. chronically ill parent/sibling (physical, mental, or emotional)
23. incarcerated parent

Family circumstance factors:

11. non-English or limited English-speaking household
12. family history of low school achievement or drop out
13. family history of delinquency
15. low parental/sibling educational attainment or illiteracy
16. single parent
19. family density
20. parental/sibling loss by death or parental loss by divorce

Children enrolled in the Michigan School Readiness Program must exhibit at least two of these factors.* More than 50 percent of the children must exhibit factor #18 (low income).* Programs should record all risk factors for each child; additional risk factors that staff become aware of beyond the enrollment period, should also be recorded. At the time of enrollment, at least two risk factors must be identified and documented. The risk factors used to qualify the child for the program should be highlighted, as qualification documentation will be monitored. Low income must be documented. It is not required that programs document additional risk factors, but the documentation may be helpful in designing program services. In general, the same condition or concern should not be counted twice; e.g., a parent who dropped out of high school should not be considered for both #12 (family history of low school achievement or dropout) and #15 (low parental/sibling educational attainment or illiteracy).

The risk factor definitions are meant to be broad and to allow enrollment for all children whose development and subsequent school success may be at risk and enhanced by a high-quality preschool program. Programs have used a variety of strategies to prioritize and weigh the various factors to give preference to those children who seem to be most at risk. When considering whether a situation or condition should be considered, the most important question to ask is whether and how this situation puts this child at risk of school failure; how this factor will have a negative impact on the child's development. If the situation or condition is not something that puts the child's future at risk, then it is not a risk factor for that child.

Most programs use a brief phone interview format to initially screen children to determine whether they might be eligible. A family that seems to have an at-risk child is then invited for a more in-depth interview. It is not recommended that parents simply be handed a list of questions or factors to fill out on their own, since many of these are confidential and can be uncomfortable. Sensitive interviewing techniques often result in helpful information about providing appropriate services for children. Appropriate documentation of at least two of the risk factors is identified at the interview; if necessary, the documentation is then supplied before the child is enrolled. Both the interviewer and the parent must sign and date a form indicating which of the risk factors pertain when the interview concludes. This serves as documentation of any of the risk factors for which "parent report" is acceptable. Other factors can be added later by staff with their initials and date. The Department of Education collects risk factor information on each enrolled child at the time of the Mid Year Report, and documentation is reviewed at on-site monitoring visits. The following chart briefly defines each of the risk factors and suggests possible ways of documentation.

Risk Factors: The chart below may help to define further each of the risk factors and suggest possible ways to document their presence.

#	Name	Definitions	Documentation
1	Low birth weight	• 5 lbs. 8 oz. or less • short gestation (a birth occurring prior to the completion of the 37th week) • prenatal problems • inadequate or lack of prenatal care • birth complications (longer hospital stay) • <i>"low birth weight or other complications during pregnancy, at birth or in the newborn period"</i>	• Medical or hospital records • Parent report

#	Name	Definitions	Documentation
2	Developmentally immature	• Child's developmental progress is less than that expected for his/her chronological age in one or more developmental domain (cognitive, social-emotional, physical) • Eligible for Part C of IDEA (<i>Early On®</i>) services, but not Part B (not eligible for special education services as a preschooler, but at risk of becoming special education eligible)	• Referral from physical or mental health system or provider or other early childhood or child care program • Special education referral; developmental concerns noted, but not eligible for services • Parental report of developmental concern should be referred to the local intermediate school district for observation and/or evaluation and recommendation • Screening assessment results combined with professional or parental referral
3	Physical and/or sexual abuse or neglect	• Abuse or neglect reported for this child • Abuse or neglect of another child in the family or other family member (intergenerational abuse) • Parent abused as a child • Domestic violence situation • Often a "sleeper" factor that is documented after enrollment	• Child Protective Services Report • Parent report • Court or police report • Restraining order in domestic violence situation

#	Name	Definitions	Documentation
4	Nutritionally deficient	• Eligible for and received WIC services at some time • Medical diagnosis; e.g., anemia • Obesity • Quick weight gain • Small size for age • Digestive problems • Severe food allergies • Eating habits, patterns inappropriate (ask "What does your child usually eat?") • Patronize food pantry or soup kitchen ("How often?")	• WIC paperwork • Medical referral • Age/weight chart • Parent report
5	Long term or chronic illness	Current or previous illness that affect learning (cognitive, social or emotional development) or physical conditions that cause difficulty in learning, such as: • Asthma • Allergies • Chronic ear infections • Vision or hearing problems • Seizure disorders • Repeated hospitalization or medical treatment • History of failure to thrive • Cancer • Heart conditions • AIDS • ADD/ADHD if not considered under factor 6	• Refer to specific diagnosis on health form • Physician referral or diagnosis • Parent report of chronic conditions

#	Name	Definitions	Documentation
6	Diagnosed handicapping condition	• Special education referral; not in need of special education classroom preprimary services, but eligible for ancillary services	• Referral; IEP
7	Lack of a stable support system or residence	• Family moves often (either throughout child's life or in last time period) • Child lives with different family members at different times; joint custody confusion • Homeless: living in shelter, motel, or with others • Relationship problems; frequent changes in household constellation • Lack of social network; social isolation • Lack of family and community support	• Address records • Custody orders • Parent report • Social services or medical referral

#	Name	Definitions	Documentation
8	Destructive or violent temperament	• Age-inappropriate temper tantrums • Very frequent anger • Parent/other adult • Caregiver/family member • Domestic violence situation	• Exclusion from other preschool/child care programs • Social services or medical referrals • Parent interview questions/report • Legal report or restraining order • Staff documentation on home visits or other contacts • Interview question: <i>"Does anyone in the household consistently hit or throw things when s/he is angry?"</i>
9	Substance abuse or addiction	Child: • At birth—mother addicted • Fetal alcohol syndrome • Crack babies • Low birth weight or other problems due to smoking during pregnancy • Respiratory problems due to exposure to second-hand smoke Parent or other family member affecting child's development: • Previous or current abuse • Arrested or suspected of D.U.I. • ACOA (parent is adult child of alcoholic)	• Medical report • Parent report • Community knowledge of family • May be discovered on home visits Note relationship to factors 3, 8, and 17

#	Name	Definitions	Documentation
10	Language deficiency or immaturity	• Child difficult to understand (articulation) • Child's language immature • Child not talking • Very limited vocabulary	• Speech evaluation; referral/consultation with district/ISD speech therapist • Physician referral • IEP • Teacher observation; referral • Parental concern combined with one of the above
11	Non-English or limited English-speaking household	• Child and/or parents do not speak English • Deaf parents who speak ASL to child • Truly bilingual children, who speak more than one language, are not at-risk if one of the languages is English! • Child recently adopted from another country who does not yet speak English may be included • Parent or advocate report	• Interview question: "What language is spoken in your home?" • May need interpreter
12	Family history of low school achievement or drop out	• Consider parent/caregiver or significant care giving adult, e.g., grandparent—can caregiver read to child? • High school diploma, but functionally illiterate • Dropout and return for GED may or may not be risk—may be positive role model	• Parent report

#	Name	Definitions	Documentation
13	Family history of delinquency	• Involvement with legal system by parent, older child in family, other family members (how does it affect child?) • Family history that may predispose child to legal problems • Older children in household with inadequate supervision leading to delinquency	• Legal report • Parent report • Agency referral
14	Family history of diagnosed family problems	• Parent(s) involved in special education or counseling; unresolved problems • Court-ordered family counseling • Marital counseling • Concerns related to parental separation or divorce • Can consider as one issue for a foster child • Include grandparents raising grandchildren here • Issues related to adoption can be considered here Do not use for same problem as covered in factors 3, 8, or 9	• Parent report • Agency referral

#	Name	Definitions	Documentation
15	Low parent/sibling educational attainment or illiteracy	• Older child with academic problems/referrals • Social issues regarding family experiences with school • Family illiteracy Do not use with factor 12 for same issue.	• Parent report • School report or referral
16	Single parent	• Only one adult in household raising child—"sole parenting person"—psychological issues related to parenting person having sole responsibility for child; no time out for parent and no other role model or resource for child • Do not include situation in which biological parents are not married, but are living together in a household and raising the child together • Child has no claim to an adult male's earning power • Remarriage may or may not remove risk	• Parent report • Divorce and custody papers • Death certificate • Other legal forms

#	Name	Definitions	Documentation
17	Unemployed parent/parents	• "Stay-at-home" mom or dad, by choice, with other parent working, is not "unemployed" and not a risk; must be looking for a job or disabled • Person was employed and has lost job • Unreliable or unsteady income • Stress related to layoff and loss of income	• Michigan Jobs Commission or FIA referral or paperwork • Disability paperwork • Parent report
18	Low family income	• See annual income chart • If income-eligible for Head Start, must be referred; if enrolled in MSRP, waiver verifying agreement with Head Start agency must be on file • Foster child is considered a family of one and automatically qualifies on income as Head Start eligible	• Must record income level (Head Start eligible, free, reduced, child care) • Must keep copy of income verification in file: previous year's tax forms, paycheck stub, FIA child care verification form, subsidized meal form <u>with</u> income calculation <u>or</u> staff signature verifying that family produced the document and income was verified • Must include income of family members responsible for support of child

#	Name	Definitions	Documentation
19	Family density	• Too many people in the space available • Child's activities restricted by space; not enough space for child to play, have private space and personal belongings; child exposed to inappropriate adult activities • Family dynamics because of inadequate space • Single child is not a risk	• Parent report • May be identified by staff on home visit; staff report
20	Parental/sibling loss by death or parental loss by divorce	• Death of a family member that has affected the child • Tragic loss may cause risk in otherwise healthy family unit • Time factor—how long ago in young child's life to have caused significant impact • Usually not included with #16, unless there are two clearly different issues	• Parent report • Death certificate • Divorce paperwork
21	Teenage parent	• Age of parent at birth of first child unless circumstances are very different (is the risk of a previous teen pregnancy still affecting this child?) • For older, married teen parent with planned pregnancy, this may not be a risk	• Birth certificates • Ages of siblings

#	Name	Definitions	Documentation
22	Chronically ill parent/sibling (physical, mental, or emotional)	• May be parent or other significant household member (should be person prominent in child's life) • May result in neglect of child or less time for primary caregiver to be concerned about this child's needs • Depression of caregiver should be considered	• Parent report • Medical report
23	Incarcerated parent	• May be parent or other significant household member • Currently, or at significant or lengthy time in child's life • May result in custody issues • May be chronic or one-time problem	• Parent report • Letter from facility
24	Housing in rural or segregated area	• Social isolation and lack of services are key issues • Lack of transportation to social services; how far or how long to get help; consider organized family activities, health and social services, cultural experiences; i.e., library • No transportation during the day, nothing within walking distance • Unsafe neighborhood; no opportunity to play or socialize • Unaccredited local school—many children with low academic achievement	• Zip code or school attendance area may suggest isolation, but not every family within the area will be at risk because of residence • "In-town" in small towns may not qualify

#	Name	Definitions	Documentation
25	Other (as approved by the State Board of Education)	• The State Board of Education has not approved any "other" definitions • Programs may define "priority" groups and use them as a third risk factor; e.g., campus programs may prioritize students or certain employee groups	• Locally determined; must be third factor

Section 4

Center-Based Model

Introduction

The sections below describe a high-quality center-based preschool program that will enhance the development of young children.

State aid and competitive grant school readiness early childhood programs must comply with Public Act 116 of the Public Acts of 1973, as amended, the state licensing regulations governing child care. Before children can attend a classroom program, the program must be approved by the Division of Child Day Care Licensing of the Michigan Department of Consumer and Industry Services. For information or to contact a regional office, call (517) 373-8300 in Lansing or check the web site <http://cis.state.mi.us/brs/cdc/call.htm> to contact a regional office.

Each section indicates the applicable sections of *Standards of Quality and Curriculum Guidelines for Preschool Programs for Four Year Olds*, and *Early Childhood Standards of Quality for Prekindergarten through Second Grade*. For further clarification, consult the *High/Scope Program Quality Assessment* tool and related documents.

I. The Learning Environment

- Standard C: The program is structured to enhance children's feelings of comfort and security.
- Standard E: The curriculum is designed to address all aspects of children's development.
- Standard F: Activities are designed to teach children concepts and skills through active manipulation of objects.
- Standard H: The curriculum is designed to enable children to experience both challenge and success.
- Standard M: The early childhood education program provides adequate and appropriate facilities, space, equipment, supplies and materials.

The Classroom

I-A. The classroom provides a safe and healthy environment for children.

1. The classroom is not crowded and provides at least 35 square feet of space per child (divide total area by number of children).
2. The room is free of health and safety hazards.
3. Ventilation and lighting are adequate.
4. A comfortable temperature is consistently maintained during the day.

I-B. The space is divided into interest areas that address basic aspects of children's play and development.

1. All interest areas are defined and clearly marked; e.g., by low shelves and furniture; carpeted area and tile area.
2. Names of areas are easily understood by children; e.g., toy area, house area.
3. Teachers and children refer to areas by name.

I-C. The location of the interest areas is carefully planned to provide for adequate space in each area, easy access between areas, and compatible activities in adjacent areas.

1. Each interest area has enough space for many children to play at once.
2. Children can move freely from one area to another.
3. Low furniture and shelves allow children to see from one area to another.
4. Areas for compatible activities are adjacent; e.g., block area is near house area; art area is near sink or bathroom.

The Outdoor Play Area

- I-D. An outdoor play area (at or near the program site) has adequate space, equipment, and materials to support various types of play.
1. The outdoor play area provides at least 92 square feet of space per child.
 2. Outdoor area includes both stationary and portable equipment and materials for various types of play.

Materials

Standard E: The curriculum is designed to address all aspects of children's development.

- I-E. Classroom materials are systematically arranged, labeled, and accessible to children.
1. Materials are grouped by function or type.
 2. Materials are labeled using a variety of formats understood by children.
 3. Children can reach and get out (non-dangerous) materials without adult help.
- I-F. Classroom materials are varied, manipulative, open-ended, authentic and appeal to the multiple senses.
1. The classroom provides many manipulative materials.
 2. Materials include many "real" items rather than toy replicas of these items.
 3. Materials appeal to multiple senses and include both natural and manufactured materials.
- I-G. Materials are plentiful.
1. Multiple sets of materials are available.
 2. Several children can play with identical materials at the same time.

I-H. Materials reflect human diversity and the positive aspects of children's homes and community cultures.

1. Materials reflect home and community cultures and special needs of program children.
2. There are photos of family members, cooking utensils, music tapes, work clothes and tools, eyeglasses and numerous materials depicting the local culture.
3. Materials depict a wide range of non-stereotyped role models.
4. Multicultural materials are integrated into the classroom and daily routine.

I-I. Child-initiated work (work designed and created by children) is on display.

1. A variety of child-initiated work is displayed.
2. This should include artwork, block structures, and samples of emergent writing.
3. Adult-made displays stem from children's interests and experiences.

II. Daily Routine

Standard D: Children have opportunities to utilize play to translate experience into understanding.

Standard L: Adults use language, which enhances children's critical thinking.

II-A. Adults establish a consistent daily routine. Children are aware of the routine.

1. Adults and children follow a consistent sequence of events.
2. There are set times for each part every day.
3. Adults refer to the names for the parts of the day.
4. Children are fully aware that there is a routine.
5. Children can anticipate what activities come next.

II-B. The parts of the daily routine include the following:

1. Time for children to plan,
2. Time for children to carry out their plans,
3. Time for children to recall and discuss their activities,
4. Time for children to engage in small-group activities,
5. Time for children to engage in large-group activities,
6. Snack or meal time,
7. Transition times, and
8. Outside time.

II-C. An appropriate amount of time is allotted for each part of the daily routine.

1. Children have an appropriate amount of time for each part of the day.
2. Children are provided one hour of uninterrupted choice time to carry out their individual plans or choices.
3. Children are actively engaged and appear focused as they carry out the activities in each time segment.

II-D. The program has a set time during which children make plans and indicate their plans to adults.

1. All areas and materials are available to children for making their plans.
2. Adults use a range of strategies to support children's planning.
3. Children indicate plans in ways consistent with their developmental levels.
4. Children indicate their plans:
 - by pointing,
 - bringing objects to the adult,
 - moving toward the chosen area,
 - acting out what they want to do,
 - making drawings, and
 - making simple or detailed verbal plans.

II-E. The program has a set time during which children initiate activities and carry out their intentions.

1. Children choose areas, people, materials, and activities.
2. Children are free to invent activities.
3. Children use materials creatively.
4. Children are free to take materials from one area to another.
5. Children are free to change activities.

II-F. The program has a set time during which children remember and review their activities and share with adults and peers what they have done.

1. During times for recalling, teachers use a variety of strategies to encourage children to share their experiences.
2. Children recall their activities in a range of ways consistent with their developmental levels.
3. Children demonstrate their experiences:
 - by showing materials,
 - re-enacting experiences,
 - describing in words, or
 - making drawings.

II-G. The program has a set time for small-group activities that reflect and extend children's interests and development.

1. Small-group times are planned around children's interests and geared to their developmental levels.
2. Adults introduce the activity.
3. Children contribute their ideas and participate at their own levels.
4. Adults use many strategies to support and extend children's activities.
5. Children and adult(s) stay with the same small group for at least two to three months.

II-H. The program has a set time for large-group activities that reflect and extend children's interests and development.

1. Large-group times are planned around children's interests and geared to their developmental levels.
2. Adults introduce the activity.
3. Children contribute ideas and participate at their own levels.
4. Adults use many strategies to support and extend children's activities.
5. All adults participate with children at large-group time.

II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next.

1. Children make choices during transition times.
2. Adults let children know transitions are coming.
3. Parts of the day overlap.
4. Children have the option of finishing the previous activity or moving to the next activity without the rest of the group.
5. Adults plan ways for children to make transitions.

II-J. The program has a set cleanup time with reasonable expectations and choices for children.

1. Children are involved in cleanup.
2. Adults accept children's level of involvement and skill at cleanup.
3. Children have choices during cleanup.
4. Children are given a reasonable amount of time to finish what they are doing before cleaning up.
5. Adults support children's learning during cleanup time.

II-K. The program has a set snack time or mealtime that encourages social interaction.

1. Children have choices at snack time or mealtime.
2. Children do things for themselves at this time.
3. Adults eat with children.
4. Adults interact with children at snack time or mealtime.

II-L. The program has a set outside time during which children engage in a variety of physical activities.

1. During outside time, children play in a variety of ways.
2. Children use a variety of age-appropriate, stationary outdoor equipment.
3. Children use a variety of portable equipment; e.g., tricycles, balls, sleds, buckets, chalk, bubbles, garden tools.
4. Adults provide materials and equipment.
5. Adults participate in children's play.
6. Adults imitate or build on children's actions.

III. Adult-Child Interaction

Standard C: The program is structured to enhance children's feelings of comfort and security.

Standard G: Activities for children are designed so that concepts and skills are appropriately presented by utilizing a variety of methods and techniques.

Standard J: The curriculum is designed to promote individualized instruction rather than requiring children to move as a group from one learning objective to the next.

Standard K: The curriculum is designed to enable children to learn those things that are important to them.

Standard L: Adults in the early childhood program use language that enhances children's critical thinking.

III-A. Children's basic physical needs are met.

1. Nutritious food is provided.
2. Denial of food is never used as a form of control or punishment.
3. Children are given choices of quiet activities at rest time.
4. Children use the toilet as needed.
5. Wet or soiled clothing is changed promptly.
6. Injuries and illnesses are attended to promptly.

III-B. Children's separation from home and daily entry to the program is handled with sensitivity and respect.

1. Adults help children separate from parents/guardians.
2. Adults acknowledge children's feelings about separation.
3. At the beginning of the day, children enter play at their own pace.
4. Parents/guardians are encouraged to stay until children are ready for them to leave.

III-C. Adults create a warm and caring atmosphere for children.

1. Adults show positive attention to children.
2. Adults attend to children who are upset.
3. Children go to adults for help, comfort, and guidance.
4. Children call adults by name.

III-D. Adults use a variety of strategies to encourage and support child language and communication.

1. Adults share control of conversation with children.
2. Adults observe and listen to children before and during conversations with children.
3. To further the conversation, adults offer a balance of comments, observations, and acknowledgments and seek children's ideas.
4. Adults ask children questions sparingly, avoiding questions that call for predetermined answers or that redirect or cut off the conversation.

III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.

1. Adults use many strategies to support communication with children whose primary language is not English.
2. Strategies might include:
 - Using gestures to convey ideas,
 - Using photos or other symbols to represent actions and objects,
 - Describing materials and activities in both languages, and
 - Repeating children's non-English words in English.

III-F. Adults participate as partners in children's play.

1. Adults use a variety of strategies as co-players in children's play.
2. Strategies might include:
 - Observing and listening before and after entering children's play,
 - Assuming roles as suggested by children,
 - Following the children's cues about the content and direction of play,
 - Imitating children,
 - Matching the complexity of their play,
 - Offering suggestions for extending play, and
 - Staying within the children's play theme.

III-G. Adults encourage children's initiatives throughout the day.

1. Adults encourage children's ideas, suggestions, and efforts.
2. Adults listen to children, encourage children to talk about what they are doing, trying out and imitating children's ideas, using children's words, and commenting specifically on children's work.

III-H. Adults provide opportunities for children to explore and use materials at their own developmental level and pace.

1. Adults encourage children to explore and use materials at their own developmental level and pace.
2. Adults encourage children to use materials in their own individual way.
3. Adults support children when they choose to repeat an activity.

III-I. Adults acknowledge children's individual accomplishments.

1. Adults acknowledge children's individual accomplishments.
2. Adults use encouragement instead of praise to acknowledge individual children's efforts and ideas.

III-J. Adults encourage children to interact with and turn to one another for assistance throughout the day.

1. Adults encourage children to interact with one another in ways appropriate to their developmental levels.
2. Adults find many opportunities to refer children to one another.
3. Adults look for and support children's spontaneous cooperative efforts.

III-K. Children have opportunities to solve problems and act independently.

1. Adults encourage children to solve problems.
2. Adults allow time for children to do things for themselves.
3. Adults support children's solutions.

III-L. Children participate in resolving conflicts.

1. Adults and children work together to resolve conflict, using a problem-solving approach.
2. Adults use these steps to mediate conflicts:
 - Approach children calmly,
 - Acknowledge children's feelings,
 - Gather information from the children (what happened, what made the child upset),
 - Restate the problem,
 - Ask the children for solutions, and
 - Wait for and support children's decisions.

IV. Curriculum Planning

Standard H: The curriculum is designed to enable children to experience both challenge and success.

Standard I: The curriculum is designed so that activities are carefully and developmentally sequenced.

IV-A. Staff use a comprehensive, documented and age-appropriate educational curriculum* model or educational approach to guide teaching practices. (Refer to Section 5 for further information on curriculum models.)

1. Staff consistently use one comprehensive educational model or approach.
2. The components of the approach are documented.
3. The approach is based on theory, research, and proven practice.
4. A written statement provides a rationale for program practices and child development goals.

IV-B. Staff use a team teaching model and share responsibilities for planning and implementing program activities. Reference: *A Guide to Team Teaching in Early Childhood Education*. (Refer to Section 13 for ordering information.)

1. Staff meet daily to discuss and make plans for the next day.
2. Team teaching members participate equally in planning and conducting activities with children throughout the day.

IV-C. Staff maintain records on children and families.

1. The following data on each child must be included:
 - A legal birth certificate or record,
 - A certificate of immunization,
 - Proof of a comprehensive health appraisal,
 - Documentation of two risk factors,
 - Income verification for those children enrolled with the low-income risk factor as one of the two eligibility factors,
 - Parent/guardian's name, home address, and phone number,
 - Assessment of child's progress,
 - Home visit documentation, and
 - Parent/teacher conference documentation.
2. Children's records are kept for seven years.

IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children.

1. Staff record and discuss anecdotal notes about children daily.
2. Notes objectively reflect what children are doing and saying throughout the day.
3. Staff use anecdotal notes to plan for individual children and share anecdotal information with parents.

IV-E. Staff regularly use an appropriate assessment tool that has proven reliability and validity to assess children's developmental progress. (Refer to Section 9 for further information.)

1. Staff use a child observation measure twice a year or more often to assess children's developmental progress.
2. The measure is of proven reliability and validity.
3. Possible instruments:
 - High/Scope Child Observation Record,
 - Work Sampling, and the
 - Michigan Literacy Progress Profile.

V. Parent Involvement and Family Services

Standard B: Population/access—the target population is identified and has access to an early childhood education program.

Standard N: An advisory council is organized and has responsibility for advising, recommending, and assisting school personnel concerned with the early childhood education program.

Standard O: The program provides support for families, assists parents in developing an in-depth understanding of children, and encourages family members to participate in all phases of the program.

V-A. The program provides a variety of opportunities for parents to become involved in the program.*

1. There are many parent involvement options consistent with a variety of parent interests and time constraints. Options might include:
 - Volunteering in the classroom,
 - Bringing in materials,
 - Attending parent meetings and workshops,
 - Serving on parent advisory councils,
 - Supporting children's learning at home, and
 - Reading or contributing to a parent newsletter.
2. There are opportunities for supplementary child care for enrolled children.*
3. The program encourages parent participation by providing childcare and transportation as needed. This might include:
 - Developing a list of area child care providers,
 - Providing transportation to child care providers, and/or
 - Providing before and after on-site child care

V-B. Parents are represented on program advisory and/or policy making committees.*

1. There is one parent for every 18 children enrolled in the program with a minimum of two parent or guardian representatives.
2. The advisory committee shall do all of the following:
 - a. Ensure the ongoing articulation of the early childhood, kindergarten, and first grade programs offered by the district.
 - b. Review the mechanisms and criteria used to determine participation in the early childhood program.
 - c. Review the health screening program for all participants.
 - d. Review the nutritional services provided to program participants.
 - e. Review the mechanisms in place for the referral of families to community school social service agencies, as appropriate.
 - f. Review the collaboration with and the involvement of appropriate community, volunteer, and social service agencies and organizations in addressing all aspects of educational disadvantage.

- g. Review, evaluate, and make recommendations to a local school readiness program or programs for changes to the school readiness program.

Note: A state aid MSRP having a county or interagency Advisory Council is required to also have a local curriculum committee.

V-C. Parents are encouraged to participate in program activities with children.

1. Parents are often invited or encouraged to participate in a variety of activities with children.
2. This might include:
 - Parents volunteering in the classroom and playing an active role in the day's activities,
 - Participating in special events,
 - Participating in field trips, and
 - Bringing in recyclables and helping to make play materials.

V-D. Staff and parents exchange information about the curriculum and children's development.

1. Staff and parents exchange information about the curriculum and children's development.
2. This might include:
 - Regular mailings or newsletters about the program,
 - Inviting parent reactions,
 - Staff and parents interacting during parent or program workshops,
 - Staff and parents exchanging frequent informal comments about activities, and
 - Staff inviting observations and answering questions from parents about the program.

V-E. Staff and parents interact informally to share information about the day's activities and children's experiences.

1. Staff and parents frequently interact informally to update each other about the child's recent experiences.

2. This might include:

- Conversing during drop-off and pick-up times,
- Bringing in or sending home things the child has made,
- Sending notes, and
- Making calls.

V-F. Staff and parents share information about how to promote and extend children's learning and social development at home.

1. Staff and parents exchange many ideas or materials to support children's learning and social development at home.

2. This might include:

- Ideas or materials that might pertain to the educational potential of ordinary household objects,
- How everyday family activities can be social learning experiences, such as, setting the table, washing the dishes, feeding pets, sorting the laundry, cooking, picking out items from the grocery list, putting the groceries away, watering plants, and
- Suggested ways to promote language development, such as, repeating what the child says, extending the vocabulary or sentence by one or two words, book interaction activities, providing personal storage space and containers at the child's level that are labeled with pictures and words, providing an area such as a bulletin board or refrigerator front for the child to display meaningful pictures, magnets or artwork.

V-G. Staff members schedule home visits and formal parent conferences to share information with parents and seek input from parents about the program and their child's development. Reference: *A Guide to Home Visits*. (Refer to Section 13 for ordering information.)

1. Staff conduct two or more home visits per year.
2. Staff schedule two or more conferences.
3. Staff use visits/conferences to share information and seek input from parents about the program and children's development.

V-H. The program or its host agency provides diagnostic and special education services for special needs children.

1. Children are provided with/referred for diagnostic and/or special education services as needed.
2. This might include suspected or diagnosed disabilities in:
 - Speech,
 - Language,
 - Physically or otherwise health impaired, and
 - Hearing impaired.

V-I. Staff provide parents with referrals and access to supportive services as needed.*

1. Staff is familiar with both family needs and resources available in the community.
2. Staff refer parents to services as needed.
3. Staff facilitate parent's access to services and other information.
4. Information is readily available and might include:
 - Brochures, and
 - Lists of local service providers.
5. Staff attend community service workshops.
6. Staff help families find child care or transportation so they can use community resources.

V-J. Program activities are coordinated with community agencies and the public schools to facilitate the delivery of services to families and children's transition to kindergarten.

1. Program activities are regularly coordinated with community agencies and the public schools. This might include:
 - Mutual referrals,
 - Telephone and written contacts,
 - Staff participation on community advisory boards, and
 - Exchanges of information about program goals and activities.

2. Activities to assist with the transition to kindergarten might include:
 - Facilitating family's ability to attend kindergarten orientation meetings,
 - Introductory activities to the kindergarten curriculum,
 - Copies of child's birth certificate,
 - Kindergarten classroom, playground and school visitations,
 - School bus ride, if applicable,
 - Attend a year-end picnic or assembly with the kindergarten class,
 - Including kindergarten teacher during the final home visit or conference which provides the kindergarten teacher the opportunity to meet the family and the MSRP teacher to share meaningful anecdotes specific to the child's developmental gains during the program year, and
 - Provide the family with a picture book about the school the child will attend.

VI. Staff Qualifications

Standard Q: The early childhood program is administered by an early childhood specialist, such as a consultant from the intermediate school district, an institution of higher education or the state agency, a program administrator from the local school district or consortium, or an experienced teacher in early childhood education.

Standard R: Early childhood programs are staffed by individuals with differing levels of education and experience and the instructional staff should have responsibilities commensurate with their backgrounds and educational training.

VI-A. The early childhood specialist has the appropriate education and training.

1. The early childhood specialist has a graduate degree in early childhood education or child development.
2. Additional coursework has been completed in areas such as:
 - Curriculum development,
 - Evaluation,
 - Program management, and
 - Staff development.

3. The early childhood specialist has five or more years of relevant job experience.

VI-B. The lead teacher has the appropriate education and training.

Michigan School Readiness formula (State Aid) grant programs

1. Teachers hold a valid Michigan teaching certificate with an Early Childhood Specialist (ZA) endorsement.*
2. In districts/public school academies that subcontract with an eligible child development program, a teacher must have a valid Michigan teaching certificate and may have a Child Development Associate credential (CDA) instead of an Early Childhood Specialist (ZA) endorsement.*

Michigan School Readiness Competitive (Department Appropriations) grant programs

Teachers have proper training in early childhood development* equivalent to four years of formal training in early childhood/preschool education or child development. This includes one of the following:

- A valid Michigan teaching certificate with an Early Childhood Specialist (ZA) endorsement or
- A valid Michigan teaching certificate with a Child Development Associate credential (CDA) or
- A bachelors degree in child care or child development or
- A Child Development Associate credential (CDA) combined with an Associate of Arts (AA) degree in early childhood/preschool education or child development.

VI-C. In classrooms that exceed eight children, both formula grant and competitive grant school readiness programs must employ trained support staff. The staff person added with the ninth child is an associate teacher who must have one of the following:

- A Child Development Associate credential (CDA); or
- An Associate of Arts in early childhood/preschool education or child development; or

- One hundred twenty (120) clock hours of documented formal child care education offered by approved training organizations and approved by Michigan Department of Education staff.

The staff person added when the classroom exceeds 16 children (but does not exceed 18 children) must meet the Division of Child Day Care Licensing regulations as a "caregiver."

VII. Staff Development

Standard R: Early childhood programs are staffed by individuals with differing levels of education and experience and the instructional staff should have responsibilities commensurate with their backgrounds and educational training.

Standard S: The early childhood instructional staff is involved in professional/career development activities/programs.

VII-A. Staff regularly conduct program assessment to monitor classroom practices, planning and evaluation procedures, and parent involvement activities. They systematically use the results of the assessment to identify in-service training needs and activities.

1. Staff regularly conduct a program assessment.
2. The program assessment covers all of the areas listed.
3. The results of the assessment are systematically used to identify in-service training needs and activities.

VII-B. All staff (administrative, instructional, and support) participate regularly in ongoing professional development activities.

1. All staff participate in five or more professional development activities per year.

2. Activities might include:
 - Inservice training,
 - Professional workshops,
 - Compiling or consulting a resource library,
 - College-level courses and seminars,
 - Teacher exchanges,
 - Observation,
 - Mentoring, and
 - Coaching.

VII-C. Inservice training covers topics specific to early childhood development and early childhood program practices.

1. Training consistently addresses topics specific to early childhood development and early childhood program practices.
2. Topics may include:
 - Social development in preschoolers,
 - How to implement an effective small-group time, or
 - Ways to promote family literacy.

VII-D. Inservice training is based on a consistent curriculum model that combines both theory and practice.

1. Training gives teachers a theoretical framework for understanding children's development.
2. Training gives teachers practical implementation strategies.

VII-E. Inservice training is conducted by individuals who provide continuity and consistency in an ongoing training process.

1. Staff have ongoing relationships with the same trainer(s).
2. Trainer(s) help staff to build upon their cumulative knowledge.

VII-F. Inservice training involves active, participatory, hands-on learning by adults.

1. Training sessions involve active participation by staff members.
2. Training involves hands-on workshops.
3. Training involves group discussions.
4. Training involves practice activities.

VII-G. Inservice training provides opportunities for reflection and sharing among staff members.

1. Staff are regularly encouraged to think about what they are doing.
2. Staff are regularly encouraged to share their experiences.
3. Reflection and sharing are seen as important and integral parts of training.

VII-H. Instructional staff are regularly observed in the program setting and provided with feedback by someone familiar with the curriculum's goals, objectives, and methods for working with children.

1. Instructional staff are observed and given feedback by someone familiar with the curriculum.
2. The staff and observer discuss ways to improve the quality of the program based on the curriculum.

VII-J. Supplementary staff and volunteers are screened, oriented/trained, assigned appropriate duties, and supervised.

VII-K. The director and teachers are affiliated with a local, state, and/or national early childhood professional organization.

1. The director and all of the teachers are active members of an early childhood professional organization, and
2. Regularly attend meetings of the organization.

VIII. Program Management

Standard B: Population/access-the target population is identified and has access to an early childhood education program.

Standard T: To achieve optimum educational outcomes for the children, staff patterns, which allow for maximum staff/child interaction and program implementation, should be utilized.

VIII-A. Based on enrollment, classrooms have staffing ratios of no more than eight children per classroom adult.

1. The first eight children are served by a qualified teacher as indicated in VI-B.
2. The second adult in the classroom (added with ninth child) has Associate Teacher qualifications as indicated in VI-C.
3. A third adult is added with the seventeenth child.
4. Class size is capped at 18 students.
5. MSRP teachers assigned to teach double sessions will be responsible for no more than 36 children.

VIII-B. There is continuity in the instructional staff.

Staff turnover is low at 10 percent or less in the past 12 months.

VIII-C. The program has a child recruitment and enrollment plan.

1. The program has a fully-developed child recruitment and enrollment plan that includes procedures for screening, selection, and placement.
2. All children must have two identified and documented risk factors.
3. Eligible children are not excluded on the basis of ethnicity, religion, sex, disability, or SES.
4. A variety of efforts are made to make program information available as needed to persons who speak other languages or who have disabilities.

VIII-D. The program has a child attendance policy.

1. Staff and parents know the attendance policy.
2. The attendance policy is consistently implemented.
3. The policy identifies appropriate times for exclusion. This might include:
 - Short-term injury that endangers health or safety of child or others, and
 - Contagious illness that endangers health or safety of child or others.

VIII-E. The program has a confidentiality policy for children, families, and staff.

1. The confidentiality policy insures that child and family records will not be disclosed without written consent of parents or legal guardians, except as needed when child abuse or neglect is a concern.
2. Confidential information is shared only with staff members who need the information to perform their jobs.
3. Personnel records are not disclosed without staff member's written consent.
4. Families and staff have the right to examine their own records.
5. Families and staff are familiar with the confidentiality policy.

VIII-F. The program is accessible to those with disabilities.

1. Program facilities are barrier-free and accessible to persons with disabilities.
2. Facilities can meet a variety of special needs. This might include:
 - Ramps,
 - Wide doors, and
 - Accessible shelving.

VIII-G. Funds are adequate to maintain a safe and well-equipped classroom.

1. Funds are adequate to keep the classroom safe.
2. Funds are adequate to keep the classroom well supplied with instructional supplies and equipment.

VIII-H. Funds are adequate to employ staff with appropriate training and experience.

1. Funds are adequate to attract and employ qualified staff at all levels.
2. Funding provides salaries/wages and benefits commensurate with those of other staff within the district/public school academy or agency that have similar training, background and experience.

VIII-I. Funds are adequate to cover authorized expenses to support staff development.

1. Staff development funds are adequate to pay authorized expenses for all staff.
2. Authorized expenses might include:
 - Workshop and conference registration fees,
 - Transportation,
 - Per diem costs, and
 - Substitute teachers.

VIII-J. Funds are adequate to support parent involvement and family-oriented activities.

1. Funds are adequate to cover all of the expenses associated with parent involvement and family-oriented activities.
2. Expenses might include:
 - Child care during meetings,
 - Materials and refreshments for special events, and
 - Publication and distribution of parent education and other resource materials.

Alternative Scheduled Preschool Programs

The district/public school academy/agency must comply with the following criteria:

1. The advisory committee for the Michigan School Readiness Program will review alternative scheduling as an option for the delivery of preschool programs for four-year-old children and advise the local board of education (agency management) on implementation in the district/public school academy/agency.
2. Submission of the local superintendent's or public school academy/agency director's signature confirming local school board/governing board approval. The public will have an opportunity for input at a public meeting of the entity's governing body; e.g., local Board of Education or governing board. This includes the submission of a dated copy of that section of the minutes from the local board of education/governing board meeting during which alternative scheduling was discussed and approved.
3. Submission of a calendar indicating the total number of attendance days for each month of operation, and the time schedule for holding each class in the alternative scheduled program. Preschool programs for four-year-old children must include a minimum of 300 teacher/child contact hours spread over the full school year except first year programs which must provide 200 contact hours. Alternative scheduled preschool programs must also meet all other criteria for preschool programs including parental involvement, home visits, and staff planning.
4. Local assurance that the quality of the curriculum for alternative scheduled preschool programs is equal to non-alternative scheduled programs. This includes an outline of procedures the district/public school academy/agency uses to access and compare the curricula necessary for such an assurance; i.e., Curriculum Review Committee Report, findings.
5. Local assurance that a plan to analyze the impact, merits, and concerns of alternative scheduled preschool programs is in place to be conducted following completion of the second year of operation. This includes an explanation of procedures the district/public school academy/agency will use to assess the impact of all alternative scheduled programs; such as curriculum, performance, parental involvement, and professional development on all children including those with special needs. Summaries of findings from surveys, evaluation procedures and instruments, scores, or other findings may be presented.

Section 5

Curriculum Models

Introduction

The term curriculum model refers to an educational system that combines theory with practice. A curriculum model has a theory and knowledge base that reflects a philosophical orientation and is supported, in varying degrees, by child development research and educational evaluation. The practical application of a curriculum model includes guidelines on how to set up the physical environment, structure the activities, interact with children and their families, and support staff members in their initial training and ongoing implementation of the program. Curriculum models should be central to any discussion of early childhood programs. Curriculum models are essential in determining program content and in training and supervising staff to implement high-quality programs. In order to provide a preschool program of the highest quality, it is necessary to adopt a research-based curriculum model. The following are curriculum models validated by research.

I. **Creative Curriculum** (Refer to Section 13 for website information.)

The *Creative Curriculum for Early Childhood* is used by Head Start, child care, preschool, pre-kindergarten and kindergarten programs.

- Focuses on ten interest areas or activities in the program environment: blocks, house corner, table toys, art, sand and water, library corner, music and movement, cooking, computers, and the outdoors.
- Helps teachers understand how to work with children at different developmental levels to promote learning.
- Guides teachers in adapting the environment to make it more challenging.
- Includes a parent component.
- Training manuals and audiovisual resources are available.

II. Early Recognition Intervention Network (ERIN) (Refer to Section 13 for website information.)

The ERIN program is used in both special preschool programs serving children with moderate to severe special needs and in regular early childhood (preschool, Head Start, day care) and primary (K-1) classrooms.

- Includes a system of making materials and organizing the learning environment to facilitate participation (social-emotional-affective), body awareness and control, visual-perception, and language skills.
- The areas indicated above are organized into self-help, developmental concept, and academic readiness content areas.
- The curriculum approach focuses on general classroom modifications of the physical space and daily time units, learning materials and their organization into learning sequences, the grouping of children, and teacher cuing/monitoring.

III. High/Scope (Refer to Section 13 for website information.)

The High/Scope preschool approach is used in both public and private half- and full-day preschools, nursery schools, Head Start programs, child care centers, home-based child care programs, and programs for children with special needs.

- Based on the fundamental premise that children are active learners who learn best from activities that they plan, carry out, and reflect on.
- Fifty-eight key experiences in child development for the preschool years are identified.
- These key experiences are grouped into ten categories: creative representation, language and literacy, initiative and social relations, movement, music, classification, seriation, number, space, and time.
- A central element of the day is the "plan-do-review sequence" in which children make a plan, carry it out, and then reflect on the results.
- The daily routine also includes times for small and large group experiences and time for outside play.

IV. Montessori (Refer to Section 13 for website information.)

The philosophy and curriculum of the Montessori method is based on the work and writings of the Italian physician Maria Montessori. Her method appears to be the first curriculum model for children of preschool age that was widely disseminated and replicated.

- Based on the idea that children teach themselves through their own experiences.
- Provides a carefully prepared and ordered environment.
- Included in this environment are didactic and sequenced materials geared toward promoting children's education in four areas: development of the senses, conceptual or academic development, competence in practical life activities, and character development.
- Materials proceed from the simple to the complex and from the concrete to the abstract.
- Sixty-three percent of class time is spent in independent activity.

V. The Project Approach (Refer to Section 13 for resource.)

The Project Approach is based on recent research about how children learn and the value of integrating the curriculum. The key issues are:

- A project is an in-depth investigation of a specific topic with the main goals of finding out more about the topic rather than to seek answers to questions proposed by the teacher.
- Either the children or teacher can generate the topic.
- The questions to be addressed and investigated during the project are generated and developed by the children.
- Project work should not constitute the whole curriculum but should address the more informal parts of the curriculum.
- The project approach is similar to themes and units but themes usually consist of preplanned lessons and activities on particular topics selected by the teacher rather than the child.

VI. Reggio Emilia (Refer to Section 13 for resource.)

This approach emphasizes the involvement of children, staff, and parents in the learning experience and is based on the following principles:

- **Emergent Curriculum:** An emergent curriculum is one that builds upon the interests of children. Teachers work together to formulate hypotheses about the possible directions of a project, the materials needed, and possible parent and/or community support and involvement.
- **Representational Development:** Similar to the idea of teaching through the use of multiple intelligences, the Reggio Emilia approach calls for the integration of the graphic arts as tools for cognitive, linguistic, and social development.
- **Collaboration:** Collaborative group work, both large and small, is considered valuable and necessary to advance cognitive development. Children are encouraged to dialogue, critique, compare, negotiate, hypothesize, and problem solve through group work.
- **Teachers as Researchers:** Working as a member of a teaching team, the role of the teacher is that of a learner alongside the children. The teacher is a facilitator and resource.
- **Documentation:** Similar to the use of a portfolio, documentation of children's work in progress is viewed as an important tool in the learning process for children, teachers, and parents.
- **Environment:** Within the Reggio Emilia schools, great attention is given to the look and feel of the classroom. The environment is considered an important and essential component of the learning process.

VII. Theme-Based Model (Refer to Section 13 for resources.)

The recent brain research emphasizes the importance of forming patterns and helping children understand the connections to learning. Jane Healy, child development expert, indicates, "I am increasingly convinced that patterns are the key to intelligence. Patterning information means really organizing and associating new information with previously developed mental hooks." A theme-based model encourages children to form those patterns.

- A theme is an idea or topic that a teacher and children can explore in many different ways.
- The theme is often based on the learners' culture, environment or shared experiences.

- Themes should arise from the kinds of events that take place in the classroom on a daily basis.
- Children should be involved in the planning stages.
- Teachers can integrate literacy, social studies, math, music and art.
- Themes work best when the teacher considers the total needs of the children and uses the themes to invite new learning.
- Themes should be custom-designed to fit the teacher and the children.

Section 6

Home-Based Model

Introduction

Local school districts/public school academies and agencies may choose to provide Michigan School Readiness Program services through a Home-Based Model. The Home-Based Model serves families of four-year-old children primarily in their homes. The visiting staff person, the home visitor, facilitates learning experiences with the primary adult and child enrolled in the program. The focus of activity in the Home-Based Model is to provide the parent or guardian with the information, skills and resources necessary to nurture the growth and development of the enrolled child. Programs utilizing the Home-Based Model also provide opportunities for group experiences for their families (parent and child) on a regular basis.

I. Home Visiting Models

- A. Home visits must be conducted with a parent, guardian, or primary caregiver, not a babysitter or child care provider.
- B. Programs should consider flexible scheduling of visits in order to include parents who would otherwise not be able to participate in the visit.
- C. An Individualized Service Plan, including goals and objectives, must be developed and maintained for each enrolled child and family.
- D. A minimum of 20 home visits to each family during the first program year and 30 visits for each continuing year is required.
- E. Home visits must be conducted for a minimum of 60 minutes excluding transportation time.
- F. Time must be allotted in a home visiting schedule each week for planning and record keeping of visits.
- G. The maximum caseload is 16 families per full-time home visitor.
- H. Home visiting activities should be developmentally appropriate as well as family friendly. The activities should be easy and fun for families to implement in their daily routine. Materials from the family home should be incorporated as often as possible. Each home visit might include the following components:
 - Review of home practice activities from the previous home visit

- Review of the home visit plan including objectives and purpose of the visit activities with the parent
 - Opportunities to achieve the objectives such as demonstrating, having parents observe home visitors use of techniques, and role modeling behaviors for both parent and child
 - Plan and provide a literacy experience shared by the parent, child and home visitor
 - Opportunity for the parent to teach an activity during the visit
 - Plan and discuss home practice activity
 - Distribute book from car library to keep between home visits
- I. After each visit, a weekly summary is completed where the home visitor notes pertinent information about the visit and updates the progress towards the goals and objectives of the individual service plan.

II. Cluster Meetings

- A. Ten group cluster activities are required for the first program year and 15 group cluster activities for each continuing year.
- B. Each group cluster activity must include two components, one for children and one for adults.
- C. Each activity must be conducted for a minimum of two hours.
- D. Possible cluster activities may include:
 - Workshops (Guest speakers are often provided.)
 - Field Trips
 - Parent Education
 - Transition Activities

III. Staff Qualifications

- A. Program Specialist: an Early Childhood or Adult Education Specialist must be identified to administer or consult with the program.
 - The program specialist must have a graduate degree with background in early childhood education, child development, family life education, or adult education.
 - This individual must receive interdisciplinary training in both working with young children and adult family members.

B. Home Visitor:

- Associate's or bachelor's degree in child or human development, early childhood education, family life education, parenting, or social work OR
- A Child Development Associate credential.

IV. Staff Development

A. Each grantee must submit a yearly training plan.

B. This training plan needs to include the following:

- Plans for the orientation of new staff.
- Plans for training in community resources and services to which staff may need to refer families.
- A description of the interdisciplinary training opportunities that will be offered to staff during the program year, either as local school district/agency training or through regional conferences. Training shall be planned to include at least two of the following areas for each staff person: child development, developmentally appropriate practice, family centered services and adult education. All staff may train in the same areas or training may be individualized. Equivalent continuing education as approved by the Michigan State Board of Education is considered applicable in this section.
- Programs are responsible for maintaining records showing attainment of the training plan.
- For further information see Center-Based Model, Section 4, VIII.

V. Advisory Committees

For further information, see Center-Based Model, Section 4, V-B

VI. Kindergarten Transition

The following are possible activities:

- The kindergarten teacher visits the child and family at the family home, giving the parent the chance to discuss any questions, and to give the child the opportunity to meet the teacher prior to entering school.
- The child, parent, and home visitor visit the local kindergarten classroom during a regular kindergarten day. The child and parent are given the opportunity to participate in activities happening within the classroom.
- For further suggestions see Center-Based Model, Section 4, V-J.

Note: A resource for the Home-Based Model was the Be-Four School Project, Charlevoix-Emmet Intermediate School District, Early Education Consortium.

Section 7

Migrant Education Program

The Michigan Department of Education coordinates efforts for the delivery of effective programs for migrant students. These efforts include preschool programs offered through local and intermediate school districts, and through cooperation with private non-profit agencies.

Migrant Education Programs:

- Must operate for a minimum of six weeks.
- Programs operating for a period less than 20 weeks will be prorated to reflect the number of children served for the length of the program.

Refer to the following sections for additional information:

Section 2, Recruitment and Enrollment

Section 4, Center-Based Model

Section 8

A Balanced Literacy Program

Introduction

As children explore the MSRP classroom they are building the foundations for learning to read and write. It is vital for all children to have literacy experiences in early childhood programs. The following should be considered when developing the literate play environment:

- Children need to see that reading and writing serve a function in play.
- Children are able to use literacy props in settings similar to those they have experienced in real life.
- Open-ended exploration allows children to be creative and to use materials in a way that is meaningful to them.
- Materials that offer fewer possibilities for exploration often direct their attention toward certain conventions.
- Materials should be rotated on a regular basis to keep things fresh and provide the children with opportunities to broaden their vocabulary and social knowledge.

Opportunities for literacy should occur throughout the day as evidenced by the physical arrangement of the room, materials within the interest areas, daily routine and adult-child interaction.

I. Learning Environment

A. Labeling

1. The learning environment should be rich in print but in a meaningful way.
2. Labels, captions and other print need to be placed where they serve a purpose and catch the children's attention.
3. Materials can be labeled with pictures as well as written labels.
4. Signs can be made to remind children of certain tasks.
5. Children should participate in deciding labels and their location within the learning environment.

B. Opportunities and places for literacy

1. Common materials for all interest/activity centers:

- Books
- Notepads
- Drawing paper for signs
- Paper of various colors and styles
- Envelopes
- Writing media: pencils, markers, crayons
- Clip Boards
- Rolodex with children's names

2. Dramatic Play

- Costuming for acting out stories
- Photos
- Ordering pads
- Catalogs
- Magazines
- Old checkbooks
- Recipe cards
- Bulletin Board

3. Art and/or Writing Area

- HUGE variety
- Stencils
- Stamps
- Magnetic alphabet
- Blank books
- Journals
- Old calendars
- White boards or chalk boards

II. Daily Routine

A. All areas of the classroom and parts of the daily routine offer opportunities for children to engage in oral communication and to read and write. (Refer to Section 4, II for further information.)

B. Literacy experiences can expand to the outside play area.

- Signs can be added to the play area such as traffic signs along a path.
- The supplies indicated on the preceding page can also be included in the outside play area.

- A large mailbox with supplies could be built depending on your area and situation.
- C. Snack time provides wonderful opportunities for language development and early literacy development.
 - "Reading" the instructions for snack.
 - "Reading" the recipe for making the snack.

III. Adult-Child Interaction

The role of the teaching team in a balanced literacy quality preschool program is crucial. Children are more likely to become good readers and writers when they repeatedly encounter, both in and out of the classroom, the many ways that reading and writing matter.

- A. Reading to the child (reading aloud)
 - Involvement of children in reading for a purpose as well as enjoyment.
 - Provides adult modeling for fluent reading.
 - Provides children experiences with "book talk."
 - Develops oral language.
 - Children should have 2-3 books read to them on a daily basis.
- B. Reading with the child (shared reading)
 - Shared reading is typically the teacher modeling reading with the children.
 - The children are involved in the story whenever possible. The teacher scaffolds the children's reading at whatever their level.
 - Books that repeat phrases or are predictable are great for this activity.
- C. Reading by the child (independent reading)
 - The child "reads" alone or with a partner.
 - Builds confidence and belief in self as a reader.
 - Supports the value in the act of reading.
 - It is crucial for children to have a daily opportunity for independent reading! Yes, even at the preschool level.

- D. Writing to the child (shared writing)
 - The teacher models/demonstrates writing in front of the children, emphasizing important features.
 - This teaches children concepts about written language (also known as concepts about print).
 - This teaches children the value of written language.
 - This teaches children that the words we say can be recorded and read back later.
- E. Writing with the child (interactive writing)
 - The children and teacher are both involved in this process.
 - Ideas and thoughts are gathered from the children.
 - The level of involvement on the part of the children depends on their literacy development.
 - A good example of this process is labeling a child's drawing based on their words.
- F. Writing by the child (independent writing)
 - The child is the primary participant.
 - Helps to create a love of writing.
 - Develops the understanding that language is words written down.

IV. Parent Involvement

Parents and care givers play an essential role in laying foundations for literacy. All parents of young children need encouragement to read to their children. The following are some resources and ideas to assist with this effort.

- A. The R.E.A.D.Y. Kit (Refer to Section 13 for ordering information.)
 - Free kit available for parents of infants, toddlers and preschoolers.
 - Each kit contains an age-appropriate book and activities.
- B. "It Starts with a Book...And YOU!" (Refer to Section 13 for ordering information.)
 - A 30-minute video showing parents reading, singing and playing with their children.
 - Individual segments on infants, toddlers and preschoolers.
 - Possible resource for parent workshops.
- C. FAMILY FUNDamentals for Reading
 - A family literacy component of the Michigan Literacy Progress Profile.
 - Contains age-appropriate take-home activities.

D. Take-Home Book Program (backpack program)

- Packets children can take home daily or weekly.
- Each packet contains an age-appropriate book as well as parent/child activities related to the story.
- Can include a journal for parents to write comments thus modeling writing for the child.

Section 9

Assessment of Children

Introduction

The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) developed a joint position statement entitled, "Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 through 8". The following are some of the guidelines for assessment highlighted in their report:

1. Assessment is congruent with and relevant to the goals, objectives, and contents of the program.
2. Children's development and learning in all the domains—physical, social, emotional, and cognitive—and their dispositions and feelings are assessed.
3. Assessment relies on demonstrated performance, during real, not contrived activities.
4. Assessment recognizes individual diversity of learners and allows for differences in styles and rates of learning. Assessment takes into consideration children's ability in English, their stage of language acquisition, and whether they have been given the time and opportunity to develop proficiency in their native language as well as in English.
5. Assessment demonstrates children's overall strengths and progress, what children can do, not just their wrong answers or what they cannot do or do not know.
6. Assessment addresses what children can do independently and what they can demonstrate with assistance, since the latter shows the direction of their growth.
7. Assessment involves regular and periodic observation of the child in a wide variety of circumstances that are representative of the child's behavior in the program over time.
8. Assessment relies primarily on procedures that reflect the ongoing life of the classroom and typical activities of the children.

9. Assessment utilizes an array of tools and a variety of processes including but not limited to collections of representative work by children (artwork, stories they write, tape recordings of their reading), records of systematic observations and interviews of children's progress as individuals and as groups.
10. Information about each child's growth, development, and learning is systematically collected and recorded at regular intervals. Information such as samples of children's work, descriptions of their performances, and anecdotal records are used for planning instruction and communicating with parents.

The following are some of the recommended tools. Refer to *Appropriate Assessment of Young Children* for additional suggestions and recommendations.

I. Work Sampling

- A. Introduction: This is a performance assessment to help teachers document and evaluate children's skills, knowledge and behaviors using actual classroom-based experiences, activities, and products. Children are encouraged to show what they know and what they can do when solving problems, constructing with blocks, painting, or simply interacting with peers. Its primary focus is to assist teachers in making instructional decisions in their classrooms.
- B. Domains: The Work Sampling System is based on seven categories or domains, of classroom learning and experience:
 1. Personal and Social Development
 2. Language and Literacy
 3. Mathematical Thinking
 4. Scientific Thinking
 5. Social Studies
 6. The Arts
 7. Physical Development
- C. Components: The following components involve the child, the child's family, the teacher, and the school administration in the process of assessment:
 1. Developmental Guidelines and Checklists
 2. Portfolios
 3. Summary Reports

II. Michigan Literacy Progress Profile (MLPP)

- A. Introduction: The MLPP contains a wide variety of research-based assessment tools. The purpose of these tools is to provide teachers and parents with information about what individual children know and can do well as they move along the path to independent reading. The goal of these assessments is to increase student learning by providing the teacher with information to inform instruction.
- B. Components:
 - 1. Eleven assessment tools
 - 2. Individual Literacy Progress Profile
 - 3. Portfolio
 - 4. Teaching Strategies
 - 5. Parent Activities
- C. Assessment Tools: Every child does not need to be assessed on all of the following tools. Teacher observation should determine what assessments are appropriate.
 - 1. Concepts About Print
 - 2. Letter/Sound Identification
 - 3. Phonemic Awareness
 - 4. Sight Word/Decodable Word List
 - 5. Oral Language
 - 6. Oral Reading Record
 - 7. Comprehension
 - 8. Known Words Activity
 - 9. Hearing and Recording Sounds
 - 10. Literacy Attitudes

III. Child Observation Record (COR)

- A. Introduction: The High/Scope Child Observation Record (COR) is an evaluation instrument designed for use with children aged 2 years 6 months to 6 years 0 months in early childhood settings, including preschools, day care programs, home-based programs, and Head Start programs. The High/Scope Child Observation Record has been developed for use in all developmentally appropriate programs of early childhood care and education.

- B. Categories: Assessment is based upon observation of the child's behaviors and activities in six developmental categories, each of which includes three to eight individual items. The six categories included in the COR are:
- Initiative
 - Social relations
 - Creative representation
 - Music and movement
 - Language and literacy
 - Logic and mathematics
- C. Included within these categories are a total of 30 lettered items. Five statements describing the child's level of behavior, numbered one to five, are listed under each item. Based upon observations of the child, the observer chooses the statement under each item that best represents the highest level of behavior characteristic of the child. In most cases, the behaviors noted by the observers are those the child initiates, that is, actions that are not simply responses to adult direction. The exceptions to this rule are those items that specifically relate to the child's ability to follow directions or otherwise respond to adults.

Due to the nature of the COR, it is most appropriately used for child assessment in a setting organized around a developmentally-appropriate program, where children can be observed initiating and participating in a wide variety of activities and behaviors.

IV. Michigan Mathematics Progress Profile (M²P²)

A statewide work group is developing a set of assessment tools for early childhood mathematics. The format will be similar to the MLPP.

Section 10

Program Evaluation

Introduction

In 1995 the High/Scope Educational Research Foundation was awarded a grant by the Michigan State Board of Education to design and conduct an evaluation to assess the implementation and impact of the Michigan School Readiness Program (MSRP). The purpose of the MSRP evaluation is to assess the extent to which programs contribute to children's development and readiness for school success. MSRP evaluation requirements come from three sources:

- The Legislature
- The State Board of Education
- The Michigan Department of Education guidelines for completing reporting forms.

Legislative and administrative requirements mandate that programs evaluate their activities in terms of program quality and program effectiveness. Evaluation is effective when the findings are used to plan for continuous program improvement. Program quality should be described by evaluation of program implementation and parental involvement while program effectiveness should be centered on the measurement of child-level outcomes.

I. During the Program Year

Each program must have a comprehensive evaluation plan, which covers the implementation of all required program components, including the following:

- A. Implementation of the program according to the *Standards of Quality and Curriculum Guidelines for Preschool Programs for Four Year Olds*.

- B. Assessment of program implementation (Process evaluation) using the *Program Quality Assessment (PQA)*. The evaluation of program components includes the following areas, which are reflected in the *PQA*.
1. Learning Environment
 2. Daily Routine
 3. Adult-Child Interaction
 4. Curriculum Planning and Assessment
 5. Parent Involvement and Family Service
 6. Staff Qualification and Staff Development
 7. Program Management
- C. Comprehensive child assessment (Outcome evaluation) of gains in child development of the participating children. Developmental gains of participating children should be assessed with an observation measure of proven reliability and validity (such as the *High/Scope Child Observation Record* or the *Work Sampling System*). Refer to *Appropriate Assessment of Young Children* and Section 9, of this manual. This data shall reflect (minimally):
- Social relationships
 - Emotional development
 - Physical coordination
 - Cognitive growth

II. Follow-up

Michigan School Readiness Programs are required to develop a local evaluation component including a follow-up study through first grade. The follow-up should be a comparison of the successes of children who had attended the preschool program to the successes of children with similar family backgrounds who did not attend any preschool program. Collected data will be used to help determine the effect of this prekindergarten experience on children in the State as they proceed through the primary grades. Data should be collected to examine the percentage of children recommended for referrals to the following:

- Special education services
- Alternative kindergarten programs
- Title I services

- Transitional programs
- Support/intervention services

Parent involvement is also a component of the follow-up. Evaluation of parent and school collaboration could be quantity and comparison of areas of involvement such as:

- number of parent teacher meetings
- number of home visits
- Participation in PTA and PTO organizations

Section 11

Budget and Financial Guidelines

Introduction

This section provides information to demonstrate that the project has an appropriate budget and is cost effective.

I. Budget Guidelines: Michigan School Readiness Program funds MAY be used to pay for the following expenditures:

- a. Instructional materials and supplies
- b. Nutritional supplies
- c. Teacher, associate teacher, and aide salaries and fringes
- d. Parent involvement activities
- e. Transportation for students
- f. Health support services
- g. Student support services
- h. Staff development and teacher/parent training (maximum of 10 percent of the total grant award)
- i. Travel necessary to enable project staff to implement the early childhood program
- j. Office supplies and materials
- k. Communication
- l. Printing and binding
- m. Rent paid to a source other than the grantee for facility or space (as approved by the Michigan Department of Education)
- n. Construction or renovation expenses related to licensing, as documented by the pre-licensing report and approved by the Michigan Department of Education
- o. Equipment

Michigan School Readiness Program funds MAY NOT be used to pay for:

- a. Stipends
- b. Existing administrative, educational, or support personnel funded through other sources
- c. Indirect costs

II. Budget Summary

A budget summary (appropriate form is part of the formal application) must be completed and signed by the fiscal and administrative personnel of the district/public school academy/agency/organization.

For purposes of this grant program, the following guidelines are given:

Function Codes

- 110 Instruction—Basic Programs: This refers to classroom and home visit teaching staff who may be assigned to or hired for this project, supplies and materials (including snacks and meals that are offered as part of the program), equipment (items costing less than \$1,000 per unit), classroom telephone, staff travel and mileage for home visits, and other costs related to activities.
- 120 Instruction—Added Needs: This refers to instructional activities for preschoolers as defined in special education, compensatory education, or vocational education.
- 130 Adult Education: Although many MSRP State Aid programs operate through the community education unit of the district, line 130 is not appropriate coding for any of this program.
- 210 Pupil Support Services: This refers to other staff (nurses, social workers, etc.) assigned or hired to support and improve the well-being of students, and the expenses associated with project implementation; i.e., materials for meetings, supplies, etc.

- 220 Instructional Staff: This refers to costs for inservice training programs, conference fees, consultant costs and other staff development activities. Costs for supervisory staff assigned to manage and improve instructional services for the project are itemized in this section. Activities for program coordination and compliance monitoring are also included. A maximum of 10 percent of the allocation may be used for staff development activities.
- 230-260 Administration: Administration is limited to 10 percent of the and 280 state's portion of the grant. In subcontracted programs, the fiscal agent may retain up to 5 percent, but the total administrative cost remains capped at 10 percent.* Administrative costs include other administrative, space, research, evaluation and support costs.
- 230 General Administration: In agencies, line 230 can be used for the agency's overhead costs; e.g., a percentage of the executive director's office. Costs for the required audit can be listed in line 230.
- 240 (Local) School Administration: In school districts, line 240 is generally used to reflect administrative costs at the local school or program level; e.g., a portion of the principal's salary and school office expenses. Costs for participant recruitment and maintenance of school and program records are included in line 240; e.g., clerical costs NOT related to the supervision of teachers, which is in line 220.
- 250 Business Services: If the grant pays a portion of the business office expenses, they can be included in line 250—costs for budget, payroll, purchasing, accounting, etc. Line 256 refers to food services—but this does NOT apply to preschool snacks or lunches (they are a part of the instructional program).
- 260 Operation and Maintenance: Line 260 is included in the 10 percent administrative cap UNLESS the costs are for lease of space that is not part of the agency/district. Maintenance agreements are excluded from the 10 percent cap ONLY IF they are a part of a lease. Janitors and maintenance costs, utilities and administrative phones are included in line 260. Security costs are also included.

*A legislative requirement

- 270 Pupil Transportation Services: This refers to the cost of buying or leasing a van to transport preschoolers to/from the program; repair, operation, and maintenance are also itemized in this section. Other direct costs such as physical exams for drivers, driver's uniforms, and driver's license are allowable. In-kind contribution, if applicable, should be shown.
- 280 Central Support Services: Include other central support services that are not included in the other administrative lines. School districts may charge a portion of their overall planning and evaluation to this line item. Line 280 is part of the 10 percent cap.
- 290 Other Support Services: This refers to the cost of staff and activities that support the program and cannot be classified in preceding sections.
- 300 Community Services: This refers to the cost of supplies, materials and services necessary to implement non-education components of the programs; i.e., materials for parent meetings or workshops, child care arrangement costs during parent activities, transportation costs to parent meetings, interagency committee meetings.

Indirect Costs: These are not allowed for Michigan School Readiness Program grants.

- 400 Outgoing Transfers and Other Transactions: This refers to outgoing payments and/or subcontracting fiscal relationship to other school districts, agencies or organizations.

Other: As needed, provide rationale.

Capital Outlay: This refers to costs in excess of \$1,000 for developmentally appropriate classroom equipment (per unit), and renovation cost, if needed, to meet Public Act 116 licensing approval.

III. Budget Detail

A budget detail is to be submitted each time the district/public school academy/agency submits a budget summary. The self-designed document provides as much detail as possible regarding the line totals presented in the budget summary. Formula and competitive grant programs must demonstrate

the extent to which these funds will supplement other federal, state, local or private funds, if applicable.* Michigan Department of Education grant allocation amounts and the local share of expenditures (both cash and in-kind), for each line item should be listed in two separate columns.

The detail should include:

- clear, detailed expenditures directly related to the activities being provided in the Michigan School Readiness Program,
- detailed costs reasonable for the quality of the project activities proposed,
- detail of in-kind expenditures, if included, in a separate column,
- appropriate function codes, as indicated on the budget summary, not exceeding the maximum of 10 percent of the request for administrative costs (lines 230, 240, 250, 260 & 280), and
- staff development not exceeding 10 percent (line 220).

IV. Budget Revisions Process

1. Approval is needed only if the total on a horizontal line item (the last number in the right hand column on any line) will change by more than 10 percent. If the changes are all less than 10 percent, approval is not necessary.
2. The administrative cap is 10 percent of the state funds and the cap for staff development is 10 percent.
3. To request a budget amendment, take the approved budget and cross out the amounts that are to be changed. Using a bright color of ink, write in the new amounts. Change the totals both horizontally and vertically. Initial and date the changes on the signature lines.
4. Make corresponding changes on the budget detail.
5. Attach a cover memo describing the reason for the changes.
6. Send the memo, the budget summary and the detail to the MDE consultant assigned to your region.
7. Department staff will respond as soon as possible. Call 517-373-8483 with questions!

V. Accessing Funds

State Aid: Information pertaining to the state aid payments may be found in the State Aid Financial Status Report under Section 32d "Michigan School Readiness Program" in the report sent to each school district monthly. There are 11 payments for each fiscal year which begins in October.

Competitive: The Michigan Department of Education, Office of Financial Management and Administrative Services, has developed a system which allows recipients of state grants to report expenditures and request cash via the Internet. Each grantee needs to have an established Michigan Education Information System (MEIS) account. Access to the Internet can be obtained by going to the following URL: <http://www.meis.mde.state.mi.us>. This site will allow grantees to create an account as well as draw funds.

Section 12

Reporting and Monitoring

I. Classroom Assessment and Evaluation

- *Mid Year Report* including the *Program Quality Assessment* (PQA) and bubble sheet on the risk factors.
- *Narrative Summary Report* including the attainment of the program objectives and results. The Narrative Summary Report is designed to provide the official record of service to eligible children. Grantees are to complete the section that details the largest number of spaces/slots/children served on any given day. This number, should it reflect service to fewer children than the grantee was funded to serve, will trigger a prior year adjustment for state aid programs or deobligation for competitive programs.

The Michigan Department of Education will issue a format for the development of the Mid Year Report and the Narrative Summary Report.

II. On-Site Monitoring Visits

Programs will be periodically monitored by Early Childhood and Parenting Programs staff. On-site visits will include the review of children's records as well as a classroom observation utilizing the *Program Quality Assessment*.

Please refer to the enclosed *On-Site Monitoring Guide* in this section.

III. Financial

State Aid

- Actual final expenditures report including summary and detail for the previous funded year will be due in mid-November.
- If requesting carry-over, the actual final expenditures report for the previous funded year must be submitted with the carry-over budget request form by mid-October.

- Carry-over expenditures must be exhausted by June 30 of the following year or any unspent funds will be recovered by the State.

Competitive

- The DS-4044, on-line final expenditure report for the previous funded year will be due by November 30. This can be accessed at the MEIS web site at www.meis.mde.state.mi.us.
- A budget detail only of actual final expenditures for the previous funded year will be due by November 30. The budget detail must match the DS-4044.
- There is no carry-over provision.

MICHIGAN SCHOOL READINESS PROGRAM

A GUIDE FOR THE ON-SITE REVIEW PROCESS

Michigan Department of Education
Early Childhood and Parenting Programs

Revised 9/2000

FORWARD

This guide has been developed to support administrators of Michigan School Readiness Programs as they prepare for a visit by the on-site review team from the Michigan Department of Education Early Childhood and Parenting Programs. One of the keys to a successful review is the advance preparation by the leadership and teaching team.

This guide includes the following:

- Scheduling and Arrangement Considerations
- Developing the On-Site Agenda
- Entrance Interview
- Program Observation
- Review of Records
- Exit Interview
- Compliance Plan

If you need assistance while preparing for the On-Site review, or in the follow-up compliance phase, you may contact:

Dr. Lindy Buch, Supervisor
Reneé De Mars-Johnson, Coordinator
Carol B. Breen, Consultant
Dr. Margaret Goodly, Consultant
Cheryl Hall, Consultant
Connie Robinson, Consultant
Barbara Roth-Grondin, Consultant

Michigan Department of Education
Office of School Excellence
Curriculum, Birth-Grade 12
Early Childhood and Parenting Programs
P.O. Box 30008
Lansing, MI 48909
(517) 373-8483

I. THE ON-SITE REVIEW

A. SCHEDULING

It is important that all relevant staff in the school system or community agency be notified that an On-Site Review will be conducted. You should allow two weeks notification prior to the scheduled date. Certain staff members are required to participate directly in the On-Site Review (refer to page 4). Plan and schedule the On-Site Review with these considerations in mind:

- Most on-site reviews are conducted in one day. Large programs operating in more than one site may require more than one day.
- All on-site reviews will be conducted by a consultant from Early Childhood and Parenting Programs. A two or three member team may review large districts and grantees.
- All arrangements for the on-site review should be made prior to the time the entrance interview is held. Early Childhood and Parenting Programs will be responsible for scheduling and conducting the on-site reviews and for reporting the results of the findings. The local district or agency will be responsible for compiling and assembling all requested staff, materials, documents, and records in a central location. The day's agenda and map or directions to the site for the entrance interview should be forwarded to Early Childhood and Parenting Programs at least two weeks prior to the scheduled date.
- A specific place should be reserved for 1) interviewing teachers and parents and, 2) the review of documents. The location should be private and away from other activities but in close proximity to the classroom. The consultant(s) will need electrical outlets for computer use during the review of documents.
- An On-Site Review Team member will observe the early childhood classrooms and complete the *Program Quality Assessment* tool. The number of classrooms to be observed will be determined by the number of funded children.

B. DEVELOPING ON-SITE AGENDA

Each on-site review will consist of four activities:

- Entrance interview
- Review of records
- Program observation
- Exit interview

The agenda for the day(s) should allow ample time for the four activities to occur. Refer to the confirmation letter for On-Site Review Team arrival time.

C. ENTRANCE INTERVIEW

The activities for the day will begin with an entrance interview, which should take a maximum of 30 minutes. The purpose of this meeting is to introduce the On-Site Review Leader/Team to local agency personnel, to provide background information concerning the components and procedures of the review, to discuss the required reports, and to provide an overview of on-site activities.

The following personnel should be in attendance:

- Local Administrator
- Superintendent/Executive Director
- Early Childhood Specialist
- Classroom Teacher
- Associate Teacher

The location of the entrance interview is determined by the local program administrator and is listed in the prepared agenda. The time of the interview will be arranged through mutual agreement of the local program administrator and the review leader.

The local administrator will be responsible for:

- Calling the entrance interview meeting to order
- Introducing the On-Site Review Leader
- Arranging for the presentation of an overview of the Michigan School Readiness Program to explain such things as:
 - The size of the school population or program clientele.
 - The type of early childhood education programs and other related services offered.
 - The strong points, accomplishments, and problem areas of the district/agency in its efforts to implement the preschool program for four-year-olds.
 - The general philosophy of the agency.

The On-Site Team Leader will be responsible for:

- Introducing the On-Site Review Team members.
- Explaining the overall plan and procedures for the on-site visit.
- Responding to questions about the Michigan School Readiness Program for four year olds and/or the On-Site Review.

D. PROGRAM REVIEW

This schedule should include specific classroom(s) to be visited and the names of the teaching staff. The following observation includes classroom visits, and staff interviews, and review of other component services such as parent or advisory committee meetings.

1. Interviews:

The following sections of the *Program Quality Assessment* will be used to complete interview items:

- IV. Curriculum Planning & Assessment
- V. Parent Involvement & Family Services
- VI. Staff Qualifications & Staff Development
- VII. Program Management

Interviews with parents or advisory committee members may be scheduled in fifteen (15) minute segments or as a group interview. Additional interviews may be scheduled as deemed necessary by the review team.

2. Site Observations:

Refer to the confirmation letter to determine how many classrooms/centers should be scheduled for visits.

The *Program Quality Assessment* will be administered to identify program strengths and areas for improvement. Observation items include:

- I. Learning Environment
- II. Daily Routine
- III. Adult-Child Interaction

Each classroom selected will be visited for a minimum of sixty (60) minutes spread throughout the day.

Class observation time may be increased depending on the number of classrooms to be observed, time of day, and/or activities in progress.

E. REVIEW OF RECORDS

The following materials, documents, and records MUST be compiled and assembled in one place prior to the time the entrance interview is held. The review of records includes two categories: 1) general/administrative records, and 2) children's records. Please review the enclosed Children's Records Review Form for detailed information regarding review of records.

I. General/Administrative Records

a. Student Recruitment and Selection Plan

Samples of:

- Flyers
- Announcements
- Applications

b. Project Plan

- Philosophy Statement
- Curriculum Model

c. Parent Involvement

- Roster of advisory and curriculum committee members and minutes
- List of community groups, organizations, agencies, and other programs which would provide resources for parents

d. Supplementary Child Care

- Plan for child care

e. Evaluation Plan

- Assessment tool utilized to determine program effectiveness and activities for improvement related to the program assessment results

f. Proof of Department of Consumer and Industry Services Child Care License/Approval

g. Qualifications of Key Personnel

- Early Childhood Specialist
- Lead Teacher(s)
- Associate Teacher(s)

h. Professional Development

Verification of in-service training, conferences, or workshops planned/attended by:

- Teaching Staff
- Support Staff
- Administrator(s)
- Early Childhood Specialist

2. Children's Records

- a. All children's records should be available in one place. The on-site review team will determine the number of records to be reviewed through a random sampling.
- b. The following records must be included:
 - Age documentation (birth certificate)
 - Health and immunization record
 - Documentation of eligibility (risk factors)
 - Verification of income eligibility
 - Family information (parent/guardian name, address, phone number)
 - Assessment of children's progress
 - Home visits, conferences and parent-teacher verification
- c. Items in the file should be arranged in the order indicated on the enclosed Children's Records Review Form.

F. EXIT INTERVIEW

An exit interview, which usually does not exceed forty-five (45) minutes, will be held at the end of the on-site visit. The Administrator, Classroom Teacher(s) and Associate Teacher(s) should be in attendance. The exit interview is designed to provide preliminary impressions, findings, and the time frame for written reports. Written reports will include:

- Report from the Department of Education
- Compliance Plan, if applicable
- Original completed and scored *Program Quality Assessment*
- Copy of Children's Records Review Form

ON-SITE PREPARATION CHECKLIST

This checklist is designed to aid those who are directly responsible for coordinating the on-site activities.

HAVE YOU . . .	Yes	No
Arranged for the Entrance and Exit Interviews (location/time)?	_____	_____
Scheduled staff members required to attend the Entrance and Exit Interviews and informed them of the date/location/time?	_____	_____
Contacted the consultant with Early Childhood and Parenting Programs (517) 373-8483 to confirm the time and location of the Entrance Interview meeting?	_____	_____
Sent a map, agenda, copy of the classroom daily routine or other requested information to the consultant(s)?	_____	_____
Reserved a permanent place for reviewing records and, if necessary, conducting interviews?	_____	_____
Notified the preschool staff that an on-site review will be conducted and informed them of what to expect?	_____	_____
Identified the appropriate individuals who are to be interviewed and prepared a time schedule allowing 15 minutes per person or ample time for a group interview?	_____	_____
Notified the following persons (as applicable) to inform them of the scheduled interview time and place?		
Preschool Teacher	_____	_____
Associate Teacher or Paraprofessional	_____	_____
Early Childhood Specialist	_____	_____
Representative from Advisory Committee	_____	_____

	Yes	No
Parent(s)	_____	_____
Head Start Administrator from Agency or District with a Collaborative Arrangement	_____	_____
Administrator(s) from local districts that are participating in a consortium	_____	_____
Assembled and labeled, as indicated, the necessary materials, documents and records?	_____	_____
Prepared maps or layout of the buildings and locations involved for the on-site review?	_____	_____

THE COMPLIANCE PLAN

Early Childhood and Parenting Programs will forward to the district or agency a written report of the findings approximately 30 days after the On-Site Review. If the findings reveal any non-compliance areas, the local program should submit, within 15 days, a compliance plan for bringing all non-compliance areas into compliance.

The Compliance Plan should include the following information:

1. Name of consortium, school district, or agency.
2. Date of submission.
3. Identification of each non-compliance item by standard, State Board criterion, or legislative mandate.
4. Statement of the Michigan Department of Education's recommendation(s) for compliance.
5. Objective or statement of action to be taken in order to comply.
6. Identification of activities/steps, such as specific tasks, that must be accomplished if the objective(s) are to be reached.
7. Timeline(s) indicating the date each activity/step will begin.
8. Identification of the specific personnel designed to initiate and monitor the implementation of tasks.
9. Identification of technical assistance needs including specific resources needed in order to comply, an identification of the source that is expected to provide the resource(s), and the identification of dates by which the resource(s) will be provided.
10. Products or outcomes which are tangible examples that can be examined and assessed by Department of Education staff to determine whether the agency has made changes or provisions necessary for complying; and the identification of specific date(s) by which tangible examples, projects or outcomes will be available for review by Department of Education staff.

**Michigan School Readiness Program
Children's Records Review Form
2000/2001**

Check if present and on file: District: _____

Date: _____

NAME	On 12/1/00 at Least 4 and less than 5	Immunization	Health Appraisal Record	Documentation of (2) Risk Factors	*Meets Income Guidelines	Parent/ Guardian's Name	Home Address & Phone Number	Assessment of Child's Progress	Home Visit Documentation	Parent/ Teacher Conf. Documentation
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										

% of children meeting low income guidelines _____

* Family meets income guidelines:

HSW = Head Start eligible, waiver on file

F = Free lunch eligible

EC = Eligible for FIA - Unified Child Day Care Program

HSN = Head Start eligible, no waiver

R = Reduced lunch eligible

OI = Over income

Section 13

References

I. Materials Available

The following materials are available from the Michigan Department of Education, Office of School Excellence, Curriculum, Birth to Grade 12:

- *Standards of Quality & Curriculum Guidelines for Preschool Programs for Four Year Olds*
- *Appropriate Assessment of Young Children*
- *Michigan Literacy Progress Profile*
- *Curriculum Resource Book for Preschool Programs for Four Year Olds*
- *Early Childhood Standards of Quality for Prekindergarten through Second Grade*
- *A Guide to Team Teaching in Early Childhood Education*
- *A Guide to Home Visits*
- *FAMILY FUNdamentals*

II. Websites

- Michigan Department of Education, www.state.mi.us/mde
- High/Scope Educational Research Foundation, www.highscope.org
- Michigan Association for the Education of Young Children
1-800-336-6424, www.miaeyc.com
- National Association for the Education of Young Children, www.naeyc.org
- Accreditation information, www.naeyc.org/accreditation
- Work Sampling, http://www.rebusinc.com/work_sampling.html
- Creative Curriculum, <http://www.teachingstrategies.com>
- Early Recognition Intervention Network (ERIN),
<http://www.ed.gov/pubs/EPTW/eptw12>
- Montessori, <http://www.montessori.org>
- CIERA, <http://www.ciera.org>

III. Additional Resources

Epstein, Ann S., Lawrence F. Schweinhart, and Leslie McAdoo, *Models of Early Childhood Education*, High/Scope Press, Ypsilanti, MI, C1996.

Hohmann, Mary and David P. Weikart, *Educating Young Children, Active Learning Practices for Preschool and Child Care Programs*, High/Scope Press, Ypsilanti, MI, 1995.

It Starts With a Book... And YOU! - for ordering information call Central Michigan University, Educational Materials Center (517) 774-3953. (Order form is included in this document).

Katz, L. G., and B. Cesarone, Eds., *Reflections on the Reggio Emilia Approach*, ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, Urbana, IL and Edizioni Junior, Bergamo, Italy, 1994. (Available from Reggio Children USA and ERIC/EECE.)

Katz, L. G., and S.C. Chard, *Engaging Children's Minds: The Project Approach*, Norwood, NJ, 1989.

Kostelnik, Marjorie J., Alice Phipps Whiren, Anne Keil Soderman, *Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education*, Prentice Hall, 1998.

Learning to Read and Write (1998). A joint position of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC).
Website <http://www.naeyc.org/about/position>.

National Research Council, *Starting Out Right, A Guide to Promoting Children's Reading Success*, National Academy Press, Washington, D.C., 1999, ISBN - 0-309-06410-4. Website <http://www.nap.edu>.

Neuman, Susan B., Carol Copple, and Sue Bredekamp, *Learning to Read and Write, Developmentally Appropriate Practices for Young Children*, National Association for the Education of Young Children, Washington, D.C., 2000, ISBN - 0-935989-97-0. Website <http://www.naeyc.org>.

Owocki, Gretchen, *Literacy Through Play*, Heinemann, Portsmouth, New Hampshire, 1999, ISBN - 0-325-00127-8.

Preventing Reading Difficulties in Young Children, National Academy Press, Washington, D.C., 1998. Website <http://www.nap.edu>.

Reading & Writing, Grade by Grade, National Center on Education and the Economy and the University of Pittsburgh, 1999, ISBN 1-889630-90-X. Website <http://www.ncee.org>.

Schickendanz, Judith A., *Much More than the ABCs, The Early Stages of Reading and Writing*, National Association for the Education of Young Children, Washington, D.C., 1999, ISBN - 0-935989-90-0. Website <http://www.naeyc.org>.

Stein, Laura, Barbara Rohde, Donna Howe, Kit Payne, Grace Spalding, Duane Whitbeck, Marjorie J. Kostelnik, *Teaching Young Children Using Themes*, Scott, Foresman and Company, 1991.

U.S. Department of Education, *America Reads Challenge, Start Early, Finish Strong, How to Help Every Child Become a Reader*, U.S. Department of Education, 1999.

MICHIGAN DEPARTMENT OF EDUCATION - Office of Special Education Services and Early Childhood Programs - P.O. Box 30008, Lansing, MI 48909 - (517) 373-8483
Michigan School Readiness Program: Paraprofessional Training

Name: _____ School District/Agency: _____ School Year: _____

DOCUMENTED FORMAL EARLY CHILDHOOD EDUCATION OPTION

Training Organization	Date	Topic & Presenter	Type of Training	Content Area (See Below)	Hours	Signature of Presenter

* Content Areas:

1. Environment - Planning a safe, healthy environment to invite learning development
2. Physical & Intellectual Dev. - Steps to advance children's physical and intellectual development
3. Social & Emotional Dev. - Positive ways to support children's social and emotional development
4. Family Relationships - Strategies to establish productive relationships with families

5. Program Operation - Strategies to manage and effective program operation
6. Professionalism - Maintaining a commitment to professionalism
7. Authentic Assessment - Observing and recording children's behavior
8. Growth & Development - Principles of child growth and development

FACTORS WHICH PLACE CHILDREN "AT RISK"

The Michigan State Board of Education adopted a report *Children at Risk: Examination of Causes and Exploration of Alternatives* at its April 5, 1988 meeting. This report highlighted factors which place children "at risk" of becoming educationally disadvantaged and who may have extraordinary need of special assistance. This list is by no means exhaustive, but is offered to assist in defining, identifying and selecting eligible participants for the Michigan Department of Education, Office of School Excellence /Early Childhood and Parenting Programs for four-year-olds. The list of "risk" factors includes:

RISK FACTORS	
1.	LOW BIRTH WEIGHT
2.	DEVELOPMENTALLY IMMATURE*
3.	PHYSICAL AND/OR SEXUAL ABUSE AND NEGLECT
4.	NUTRITIONALLY DEFICIENT
5.	LONG-TERM OR CHRONIC ILLNESS
6.	DIAGNOSED HANDICAPPING CONDITION (main streamed)
7.	LACK OF A STABLE SUPPORT SYSTEM OF RESIDENCE
8.	DESTRUCTIVE OR VIOLENT TEMPERAMENT
9.	SUBSTANCE ABUSE OR ADDICTION
10.	LANGUAGE DEFICIENCY OR IMMATURITY
11.	NON-ENGLISH OR LIMITED ENGLISH SPEAKING HOUSEHOLD
12.	FAMILY HISTORY OF LOW SCHOOL ACHIEVEMENT OR DROPOUT
13.	FAMILY HISTORY OF DELINQUENCY
14.	FAMILY HISTORY OF DIAGNOSED FAMILY PROBLEMS
15.	LOW PARENT/SIBLING EDUCATIONAL ATTAINMENT OR ILLITERACY
16.	SINGLE PARENT
17.	UNEMPLOYED PARENT/PARENTS
18.	LOW FAMILY INCOME
19.	FAMILY DENSITY
20.	PARENTAL/SIBLING LOSS BY DEATH OR PARENTAL LOSS BY DIVORCE
21.	TEENAGE PARENT
22.	CHRONICALLY ILL PARENT/SIBLING (physical, mental or emotional)
23.	INCARCERATED PARENT
24.	HOUSING IN RURAL OR SEGREGATED AREA
25.	OTHER (as identified by the applicant and presented to the Michigan State Board of Education to justify funding)

* This risk factor must be used in conjunction with another factor if a standardized test score is being used as the sole factor in meeting Risk Factor #2.

INCOME ELIGIBILITY GUIDELINES

Household Size	Effective July 1, 2000 to June 30, 2001									FIA Unified Child Day Care*		
	Federal Poverty Guidelines Head Start Income Eligibility			Free Meals-130%			Reduced Price Meals-185%					
	ANNUAL	MONTH	WEEK	ANNUAL	MONTH	WEEK	ANNUAL	MONTH	WEEK	ANNUAL	MONTH	WEEK
48 CONTIGUOUS UNITED STATES, DISTRICT OF COLUMBIA, GUAM AND TERRITORIES												
1	8,356	596	162	10,855	905	209	15,448	1,288	298			
2	11,250	938	218	14,625	1,219	282	20,813	1,735	401	21,143	1,762	406
3	14,150	1,179	274	18,395	1,533	354	26,178	2,182	504	26,090	2,174	501
4	17,050	1,421	330	22,165	1,848	427	31,543	2,629	607	31,089	2,591	597
5	19,950	1,663	387	25,935	2,162	499	36,908	3,076	710	36,027	3,003	692
6	22,850	1,904	443	29,705	2,476	572	42,273	3,523	813	41,036	3,420	788
7	25,750	2,146	499	33,475	2,790	644	47,638	3,970	917	43,379	3,615	883
8	28,650	2,388	555	37,245	3,104	717	53,003	4,417	1,020	50,956	4,249	979
For each add'l family member add	+2,900	+242	+56	+3,770	+315	+73	+5,365	+448	+104	See FIA representative		

* Based on Child Day Care Services Income Eligibility Scale Effective 10/6/91. The Family Independence Agency may revise this scale. Participants in the program are eligible for child care assistance at rates varying from 30% to 95% of the charge for child care.



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BILL TO: RD _____ SHIP TO: RD _____ CHECK# _____ \$ _____ ☐ No Check ☐ Credit